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ABSTRACT

This annotated bibliography lists approximately 650 resources on theory, research, and effective practices for the inclusion of all learners, including those with severe and multiple disabilities, into general education classrooms and other integrated learning environments. The bibliography is organized into eight topics: (1) rationale for inclusive education; (2) systems change and school restructuring; (3) collaborative teamwork; (4) curriculum and instruction; (5) social interaction and friendships; (6) family perspectives and issues; (7) personnel development; and (8) general inclusive education resources. Within each of the first seven topical areas, references are grouped into journal articles; books and book chapters; and manuals, research papers, and newsletter issues. The eighth section, on general education resources, includes children's books, videotapes, journals, newsletters, and organizations. A typical bibliographic entry includes title, date, publisher, annotation, source, and price, and an author/source index is provided. (DB)

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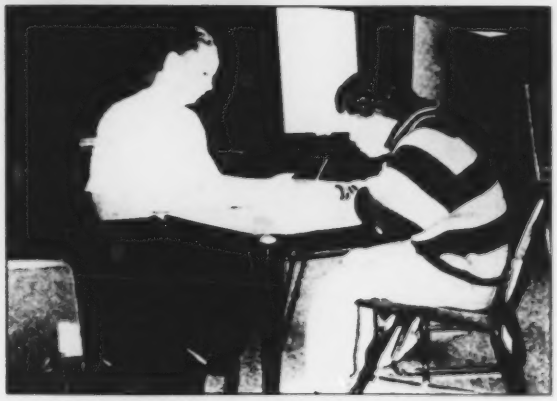
Inclusive Education

for Learners with Disabilities



Print & Media Resources / 1995

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RESOURCE GUIDE INTRODUCTION

Many educators are engaged in an exciting and challenging effort to include all learners, including those with severe and multiple disabilities, into general education classrooms and other integrated learning environments. Increasingly, children with unique needs are attending their home schools and receiving instruction in general education settings with special education support. Professionals, families, and students are realizing the opportunities and benefits created when schools welcome children into general education classes, extra-curricular activities, and other aspects of school community life.

Inclusive Education: Print and Media Resources (6th edition) provides educators, families, and other interested persons with information about including learners with unique needs into general education classes and school community life. The reader will find resources about theory, research, and effective practices. Listings which have 1994 or 1995 copyright dates are labeled as "NEW!". An author /source index is also provided to assist in more quickly locating resources developed by specific individuals.

To facilitate ease in locating resources of particular interest, this resource guide is topically organized as follows:

I. Rationale
II. Collaborative Teamwork
III. Social Interaction and Friendships
IV. Personnel Development
V. Systems Change and Restructuring
VI. Curriculum and Instruction
VII. Family Perspectives and Issues

Within each topical area, there are three types of written resources: journal articles; books and book chapters; and manuals, reports, papers, and newsletter issues.

Some resources are quite broad in scope and do not accurately fit within one topical area. These resources are listed in Section VIII: General Inclusive Education Resources. Six types of resources are included in this section: children's books, videotapes, journals, newsletters, and organizations.

Because prices are always subject to change we suggest you call organizations to verify the cost before ordering their materials. This is not an exclusive or exhaustive listing of resources since there are materials emerging daily on the topic of inclusive education. Each reader is encouraged to send us additional resources that have been helpful in creating or improving inclusive education practices. We will include them in future editions of the resource guide. Please send your contributions to: *Resource Guide, Together We're Better, Institute on Community Integration, University of Minnesota, 111 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455, 612/624-1349; Fax-612-624-9344; vande002@maroon.tc.umn.edu*

We wish you every success in your efforts to develop inclusive school communities where all children and youth are valued and have the opportunity to grow and learn together!

Terri Vandercook, Ph.D., Lynn Walz, M.A., Mary Beth Doyle, M.S
Jennifer Lowell York, Ph.D. and Sue Wolff, M.Ed.

RATIONALE FOR INCLUSIVE EDUCATION

JOURNAL ARTICLES

New! **Altman, R., & Kanagawa L. (1994). Academic and social engagement of young children with developmental disabilities in integrated and nonintegrated settings. Education and Training in Mental Retardation and Developmental Disabilities, 29 (3), 184-193.**

Annotation This study contributes data on three youngsters with moderate to severe developmental disabilities observed in both integrated and self-contained kindergarten settings. Academic, peer social, adult social, and engagement data were compared during large group, transition, free choice, and seat work activities of each child in both integrated and segregated settings. The study supports the use of both types of settings in providing educational opportunities for children with disabilities. These data encourage program planning that emphasizes individual child needs and readiness versus an exclusive focus on the administrative model of service delivery.

New! **Baker, E. T., Wang, M. C., & Walberg H. J. (1995). The effects of inclusion on learning. Educational Leadership, 52 (4), 33-35.**

Annotation Recent research, legislation, and court decisions support the inclusion of students with special needs in regular classrooms. This article provides a broad review of research from pre-1980 through 1992, concluding that inclusion yields positive effects on academic and social outcomes for students with special needs.

New! **Brandt, R. (1995). Overview: What is best? Educational Leadership, 52 (4), 3.**

Annotation Brandt, the executive editor of Educational Leadership, sets the stage for the theme of the Dec'94/Jan'95 feature issue on inclusion. He states that there are no easy answers or single approaches for addressing inclusive education. Transforming existing educational settings to inclusive educational settings is questioned by many. He likens himself to Tevya in *Fiddler on the Roof* realizing opposing positions can both be right . . . (and) at times they are.

• **Brown, L., Long, E., Udvari-Solner, A., Schwartz, P., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). Should students with severe intellectual disabilities be based in general or in special education classrooms in home schools? Journal of the Association for Persons with Severe Handicaps, 14 (1), 8-12.**

Annotation An examination of the debate over whether students with severe disabilities who attend their home schools should be based in general or special education classrooms. Ten issues related to this debate are discussed: 1) A regular class is extreme and radical, 2) Will they be "dumped" into regular classroom? 3) Will a regular classroom base affect non-disabled students? 4) Social relationships with non-disabled students, 5) Student-staff ratios, 6) Specialized materials and techniques, 7) Teacher comfort, 8) Homogeneous - heterogeneous groupings, 9) Curricular appropriateness, and 10) Administrative feasibility.

- **Brown, L., Long, E., Udvari-Solner, Davis, L., VanDeventer, P., Ahlgren, C., Johnson, F., Gruenewald, L., & Jorgensen, J. (1989). The home school: Why students with severe intellectual disabilities must attend the schools of their brothers, sisters, friends, and neighbors. Journal of the Association for Persons with Severe Handicaps, 14 (1), 1-7.**

  Annotation A discussion of the rationale for educating students with severe disabilities in their home schools with individually determined placement and supports. Includes four major reasons for moving to home schools: 1) to engender a pluralistic society, 2) to use the most meaningful instructional environments, 3) to enhance family access, and 4) to develop a wide range of social relationships with non-disabled peers.

- **Burke, E., (Ed). (1991). Special Education: Welcoming children with disabilities all across America! Washington, D.C.: Children Today, 20 (2), Complete issue.**

  Annotation This special issue contains articles about the need for welcoming and including children of diverse abilities into schools and communities. Describes approaches used by particular schools, family support needs, and the meaning and necessity of an inclusive society.

- **Buysse, V., & Bailey, D. B. (1993). Behavioral and developmental outcomes in young children with disabilities in integrated and segregated settings: A review of comparative studies. The Journal of Special Education, 26 (4), 434-461.**

  Annotation A review of the literature comparing outcomes for young children with disabilities in segregated and integrated settings is presented. Findings support the benefits of preschool integration related to social and other behavioral outcomes. Children's developmental outcomes over time were not shown to vary as a function of integrated or segregated placement.

New! **Cohen, F. (1995). Prom pictures: A principal looks at detracking. Educational Leadership, 52 (4), 85-86.**

Annotation Using the senior prom as the setting, a principal reviews how eliminating tracking has benefited specific students and the entire senior class. Shifting the emphasis from ability to effort is attributed as one key to success for all students.

- **Cole, D. A., & Meyer, L. (1991). Social integration and severe disabilities: A longitudinal analysis of child outcomes. The Journal of Special Education, 25 (3), 340-351.**

  Annotation A study investigating the effects of school integration vs. segregation on the intellectual and social functioning of children with severe and profound disabilities. Findings indicate that students in integrated environments did as well as students in segregated environments in the area of intellectual functioning and made gains in social competency, whereas students in segregated settings regressed on a measure of social competence.

- **Forest, M., & Pearpoint, J. (1991). Two roads: Exclusion or inclusion? Developmental Disabilities Bulletin, 19 (1), 1-11.**

  Annotation A perspective of inclusion as a vital social need, and a reflection on the ways in which people are labeled as "different." The authors call for new ways of thinking in education and in broader society, in order to foster appreciation of the individual "gifts" of all people.

- **Fraser, K. (1990). Sarah has special knees! Harvard Graduate School of Education Alumni Bulletin, 38 (3), 12-14.35,(1), 7-8.**

  Annotation A discussion of strategies used by the author and her colleagues in including children with disabilities and developmental delays in typical preschool programs. Positive outcomes for the children with disabilities, their peers, and family members are shared.

New! **Fuchs, D., & Fuchs, L. (1994). Inclusive schools movement and the radicalization of special education reform. Exceptional Children, 60 (4), 294-309.**

Annotation This article argues against the provision of educational services for students with disabilities in inclusive settings. Concern is expressed that general education is not ready to meet the needs of special education students. Persons considered "pro-inclusion" are portrayed as radical abolitionists of special education . This highly opinionated article presents an opportunity for individuals to consider extremist views.

New! **Fuchs, D., & Fuchs, L. S. (1995). Sometimes separate is better. Exceptional Leadership, 60 (4), 294-309.**

Annotation Fuchs and Fuchs discuss why they are not supporters of full inclusion of students with disabilities. They argue that some types of treatments and strategies are only effective in separate settings. They suggest that advocates of full inclusion represent only a small percent of persons with disabilities and their families. They identify professional organizations that have opposed full inclusion.

New! **Gerbenstein Jr., E. B. (1995). Once the shouting dies down. Exceptional Leadership, 60 (4), 294-309.**

Annotation The author of this editorial comments on inclusion from the position of one who has taught special needs students. "...We all too often substitute hysterical shouting for rational debate," states Gerbenstein. He suggests that expectations are as important as methods. Expect students to learn, expect inclusion to be effective and it can be so.

- **Giangreco, M. F., Dennis, R., Cloninger, C., Edelman, S., & Schattman, R. (1993). " I've counted Jon": Transformational experiences of teachers educating students with disabilities. Exceptional Children, 59 (4), 359-372.**

  Annotation A study of the experiences of general education teachers who have included a student with severe disabilities in their classes. Results show that despite teachers' initial negative reactions to the placement of a child with severe disabilities in their classrooms, most describe transforming experiences of a positive nature and relate many benefits to students with disabilities, their classmates, and the teachers themselves. Respondents also characterized the support services they found helpful and not helpful.

New! **Heumann, J. E. (1994). High standards for pupils with disabilities, too. The School Administrator, 10 (51), 48.**

Annotation This editorial clearly supports inclusive education. The author states, "Where school leaders show commitment to educating all children with an expectation for high outcomes, that goal is achieved (for all children)". The author's source of support for the opinions stated include observations of services across the United States.

New! **Hunt, P., Farron-Davis, F., Beckstead, S., Curtis, D., & Goetz, L. (1994). Evaluating the effects of placement of students with severe disabilities in general education versus special classes. Journal of the Association for Persons with Severe Handicaps, 19 (3), 200-214.**

Annotation Sixteen elementary programs in California participated in a program evaluation study. Using two students from each building, a number of program quality and outcome variables were measured using observational data. The results indicate differences between those students who were fully included and those who attended special education programs in their IEP quality and in the emphasis given to various curricular areas addressed by the educational objectives.

- **Hunt, P., Goetz, L., & Anderson, J. (1986). The quality of IEP objectives associated with placement in integrated versus segregated school sites. Journal of the Association for Persons with Severe Handicaps, 11 (2), 125-130.**

Annotation IEP's of students with severe disabilities were examined and rated on the degree to which they incorporated seven components indicating best practices. IEP's of students in integrated settings were found to rate higher than those of students in segregated settings.

- **Hunt, P., Haring, K., Farron-Davis, F., Staub, D., Rogers, J., Porter-Beckstead, S., Karasoff, P., Goetz, L., & Sailor, W. (1993). Factors associated with the integrated educational placement of students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 18 (1), 6-15.**

  Annotation A study investigating the factors associated with placement in regular education sites and separate schools for students with disabilities. The researchers examined three models to identify the critical factors in determining student placements in the general education classroom. The study found that the IEP, family income, urban residence, and teacher advocacy were most important characteristics in choosing a general education placement.

New! **Idstein, P., Gizzi, P., Ferrero, K., & Miller, S. (1994). There are others in the mainstream. Phi Delta Kappan, 75 (9), 718-720.**

Annotation The authors respond to Mr. Thomas' article, "Education should be special for all," saying "swimming against the mainstream" was not just about one student but about all other students in the classroom who have the right to an equal educational opportunity. The staff involved with the student placement decisions discussed by Mr. Thomas defend their choice.

- **Kunc, N. (1984). Integration: Being realistic isn't realistic. Canadian Journal for Exceptional Children, 1 (1), 41-51.**

  Annotation A discussion of the defeatist mindset of teachers, which contributes to foiled integration attempts. The author cites examples of defeatism such as fear of social rejection, limited time and energy, honest ignorance, and fear of failure. Practical suggestions are provided about how teachers can change their perspectives to be truly realistic.

New! **Logan, K. R., Diaz, E., Piperno, M., Rankin, D., MacFarland, A. D., & Bargamian, K. (1995). How inclusion built a community of learners. Educational Leadership, 52 (4), 42-44.**

Annotation For one Georgia school, the decision to include students with severe disabilities in the regular classroom resulted in learning that exceeded all expectations. This school's earliest experiences with the inclusion of a child with severe disabilities convinced them of the merits of inclusion as a way to motivate students and to support authentic learning. This is the story of the effect Katie had on her first grade class.

New! **Lovette, O. K. (1994). Serving special students detracts from the many. The School Administrator, 10 (51), 41.**

Annotation This editorial clearly states major objections to inclusion. General education teachers are not trained to meet special needs, teaching time is taken from the many to give to the few, and legislative mandates are confusing and out of control.

- **Lusthaus, E. (1986). Making a contribution: An emerging social role for persons with a mental handicap. 'entourage, 1 (2), 24-31.**

  Annotation An exploration of the growing awareness and recognition by professionals and community members of the valued social roles played by individuals with intellectual disabilities. Lusthaus acknowledges the emergence in the 1960s and 1970s of the positive roles of "learner" and "participant in everyday community life." The slowly emerging role of "contributor" for persons with intellectual disabilities is discussed. A "contributor" is defined as a person who can improve the quality of other peoples' lives.

New! **Maloney, J. (1995). A call for placement options. Educational Leadership, 52 (4), 22-26.**

Annotation This author presents an editorial as the Legislative Chairman of the Learning Disabilities Association of America. He sites conditions in the status quo system that detract from effective inclusion for students with academic disabilities (general education). Although this editorial does not suggest stopping inclusion, it does suggest caution when considering inclusion.

New! **Meyer, L. H., (1994). Editor's introduction: Understanding the impact of inclusion. Journal of the Association for Persons with Severe Handicaps, 19 (4), 251-252.**

Annotation This editorial states that inclusion is not a question for science, but a question of societal values.When implementing a significant social change, we have the opportunity and responsibility to examine the intended and unintended consequences. Some of the considerations are: impact of inclusion on children, overall quality of educational services, staff development in general education, and innovative educational improvement practices for all students.

New! **O' Neil, J. (1995). Can inclusion work?: A conversation with Jim Kauffman and Mara Sapon-Shevin. Educational Leadership, 52 (4), 7-11.**

Annotation "To include or not to include?" that is the question. The author features a debate between Jim Kauffman (whose perspective is that student needs are best met in separate classes) and Mara Sapon-Shevin (who contends that all students should be educated in general settings). They discuss the potentials and pitfalls of trying to make schools more inclusive.

New! **Rankin, D., Hallick, A., Ban, S., Hartley, P., Bost, C., & Uggla, N. (1994). Who's dreaming - A general education perspective on inclusion. Journal of the Association for Persons with Severe Handicaps, 19 (3), 235-237.**

Annotation Several general education teachers share their perspective about inclusive education through this editorial reaction paper. They emphasize the need for joint planning sessions in which all persons work together. The suggested activities of the planning session are described in the article. The teachers indicate advantages of joint planning for all students, not just those with disabilities.

- **Rogers, J. (1993). The inclusion revolution. Phi Delta Kappan, 74 (9), 1-6.**

  Annotation A thorough discussion of the movement toward inclusive education in the United States. Included are a definition of inclusion, a discussion of what federal law requires related to inclusion, reasons for developing inclusive school communities, things that make inclusion challenging, the effects of inclusion on children without disabilities, a description of what inclusive schools look like, a discussion of modifications and accommodations for students with disabilities, a checklist that can be used by school personnel to evaluate inclusion within their school, and a description of skills needed by teachers who have children with disabilities as members of their classrooms.

New! **Sapon-Shevin, M. (1995). Why gifted students belong in inclusive schools. Educational Leadership, 52 (4), 64-70.**

Annotation Classes that stigmatize and isolate students because of any kind of difference (such as the label gifted) are rarely welcoming places for students with other differences. The reality is that inclusion involves changes in philosophy, curriculum, teaching strategy, and structural organization. An essential component of wide-range school reform is a shared agenda: the understanding that fixing the school for some children must mean fixing the school for all children.

- **Schaps, E., & Solomon, D. (1990). Schools and classrooms as caring communities. Educational Leadership, 48 (3), 38-42.**

  Annotation A discussion concerning the importance of encouraging social responsibility in students and the need to help all children feel they are valued members of the school family. Includes a discussion of curricular changes in the California schools to achieve these goals.

New! **Sharpe, M., York, J., & Knight, J. (1994). Effects of inclusion on the academic performance of classmates without disabilities. Remedial and Special Education, 15 (5), 281-287.**

Annotation This study examined the achievement test scores and report card ratings for general education elementary students before and after being educated in an inclusive classroom. There were 35 classmates in the experimental (inclusion) group and 108 in the control group. The results show no statistically significant difference between the two groups on academic or behavioral measures.

New! **Smelter, R. W., Rasch, B. W., & Yudewitz, G. J. (1994). Thinking of inclusion for all special needs students? Better think again. Phi Delta Kappan, 76 (1), 35-38.**

Annotation The authors challenge the point that inclusion in the regular education classroom is the optimal learning setting for students with disabilities. They discredit three tenets of inclusion and assert that inclusion precludes a focus on student needs.

- **Snow, J. A. (1991). Dreaming, speaking, and creating: What I know about community. Developmental Disabilities Bulletin, 19 (1), 12-27.**

  Annotation The viewpoint of a person with severe physical disabilities on the need to belong to an inclusive community, and on the ways in which perceptions of "difference" can be isolating for persons with disabilities.

- **Sobsey, D., & Dreimanis, M. (1993). Integration outcomes: Theoretical models and empirical investigations. Developmental Disabilities Bulletin, 21 (1), 1-14.**

  Annotation A comparison of inclusive and segregated education services for students with disabilities. Inclusion is explored as a means to teach all students. Examination of the literature demonstrates inclusive education to be an effective model of service delivery. The article details how individual, separate educational programs are valuable, but that they are more effective if delivered into the mainstream classroom itself.

- **Taylor, S. J. (1988). Caught in the continuum: A critical analysis of the principles of the least restrictive environment. Journal of the Association for Persons with Severe Handicaps, 13 (1), 41-53.**

  Annotation An analysis of the LRE principle in terms of an historical review, current practices, and philosophical flaws of the principle. Taylor also argues against the conceptualization of a "new" integration continuum and defines the challenge instead in terms of total integration for people with developmental disabilities in home, work, and school environments.

New! **Thomas, B. (1994). Education should be special for all. Phi Delta Kappan, 75 (9), 716-717.**

Annotation The effective use of "special" education for all children can eliminate the need for students or educational professionals to "swim against the mainstream" in order to find success in the education system. The author discusses placement decisions for one student and states that all students would benefit from individual educational planning.

New! **Tomlinson, C. A. (1995). Gifted learners too: A possible dream?/ Response to Mara Sapon-Shevin. Educational Leadership, 52 (4), 68-69.**

Annotation Carol Tomlinson responds to Mara Sapo-Shevin regarding inclusion of students with unique gifts or talents. Tomlinson asks, "By adopting the notion that 'gifted education is just good education for everyone,' are we once again looking for a one-size-fits-all solution?" Tomlinson feels that too often the reality for gifted students is that their needs are not met in the regular classroom.

New! **VanDyke, R., Stallings, M. A., & Colley, K. (1995). How to build an inclusive school community: A success story. Phi Delta Kappan, 76 (6), 475-479.**

Annotation Those schools that continue to struggle to keep students with disabilities out of general education classrooms should seriously consider investing their time, effort , and money in the creation of environments that welcome all students, these authors maintain and they give reasons for their position. They share their views of the basis for inclusion; the roles of the special education teacher, classroom teacher and principal; curriculum and instruction by a teaching team; and the cost of inclusion.

- **Williams, W., Villa, R. A., Thousand, J. S., & Fox, W. L. (1989). Is regular class placement really the issue?: A response to Brown, Long, Udvari-Solner, Schwarz, VanDeventer, Ahlgren, Johnson, Gruenewald, & Jorgensen. Journal of the Association for Persons with Severe Handicaps, 14 (4), 333-334.**

Annotation A counter-argument to Brown et al. (1989) maintaining that the issue is no longer whether students with severe intellectual disabilities should be placed in general education classes, but how educators can best provide services to transition students into general education classes and meet individual student needs. The authors propose initial elements of successful inclusion: creating a feeling of "shared ownership", a belief by the school community that every student is a member of the local school, and a belief that the whole school community has a responsibility to meet the educational needs of all students.

New! **Wilmore, E. L. (1995). When your child is special. Educational Leadership, 52 (4), 60-62.**

Annotation Decisions about where to enroll a child should come down to this: What would I do to ensure success if this were my child? We all want our child to be one of the rest of the kids, to have a happy successful life. Through the example of one girl's program, a principal discusses the issues of inclusion as seen by parents, teachers and administrators.

BOOKS AND CHAPTERS

- **Biklen, D. (1987). The integration question: Educational and residential placement issues. In D. J. Cohen, & A. M. Donnellan (Eds.), Handbook of autism and pervasive developmental disorders (pp. 653-667), Somerset, NJ: John Wiley & Sons.**

  Annotation This chapter is a social policy perspective of the principle arguments surrounding the integration/segregation issues in school and residential settings.

  Source John Wiley & Sons, EDC, 1 Wiley Drive, Somerset, NJ 08875

  212/850-6418

  ISBN 0471812315 **Cost** $57.95

- **Biklen, D., Ferguson, D., & Ford, A. (1989). Schooling and disability. Chicago, IL: The National Society for the Study of Education.**

  Annotation This book deals with current thought and research on the goals and practices of inclusive education for students with disabilities. Individual chapters address a variety of topics including: rationale for integration, learning characteristics of students with severe disabilities, classroom organization, community-referenced curriculum, and program evaluation.

  Source University of Chicago Press, 11030 South Langley Avenue, Chicago, IL 60628

  800/621-2736

  ISBN 0226601501 **Cost** $27.00

- **Bracewell, D. C. (1991). Learning together: Stories about children, regardless of ability, learning side by side. British Columbia: Association for Community Living.**

  Annotation This book is a discussion of the views of administrators, education assistants, teachers, and parents regarding inclusive education. Also included are individual success stories of various children with disabilities who have been included in educational settings and a bibliography of resources related to inclusive education.

  Source Association for Community Living, British Columbia, 300-30 East 6th Avenue, Vancouver, British Columbia, Canada V5T 4P4

  604/875-1119
  Fax 604/875-674

  ISBN Not available **Cost** $8.95

- **Campbell, P. H. (1991). An essay on preschool integration. In L. H. Meyer, C. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities (pp. 473-477), Baltimore MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation A concise argument for the inclusion of children with disabilities in typical preschool settings. The author urges moving away from the developmental viewpoint in which early intervention programs aim to "fix" the child's disabilities toward an approach in which strengths and abilities, as well as the needs of each individual child are the basis of programming.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-048-4 **Cost** $87.00

- **Dussault, W. E. (1989). Is a policy of exclusion based upon severity of disability legally defensible? In F. Brown, & D. H. Lehr (Eds.), Persons with profound disabilities: Issues and practices (pp. 43-59), Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation This chapter is a discussion of the legal history of zero-exclusion educational policy for students with severe disabilities, and provides an analysis of current policy in light of litigation and public law.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-015-8 **Cost** $30.00

- **Leavitt, B., Hicks, C., & Peacock, D. (1993). Her shoes are brown. Tillsonburg Ontario: Community Involvement Council.**

  Annotation This book is about listening, opening our eyes and ourselves so that we find our humaness. Stories are shared about people with disabilities from towns and cities across Ontario who have struggled and succeeded at becoming involved in their hometown activities. Each story is a snapshot of right now, the story will change next week or next year, we never really finish the journey.

  Source STORIES, Community Involvement Council, Box 344, Tillsonburg, Ontario, Canada N4G 4H8

  519/688-0050

  ISBN 0-9694379-3-5 **Cost** $18.50 with *Jump for Joy*

- **Leavitt, B., Hicks, C., & Peacock, D. (1993). Jumping the gap. Tillsonburg, Ontario: Community Involvement Council.**

  Annotation The book Jumping the Gap is a sequel to Her Shoes are Brown. The stories in this book show ways people are exploring the gap between philosophy and action, good intention and actual follow-through. What is the space between rhetoric and reality? These stories are from many in Ontario who have bridged the gap and dared to cross to the action side.

  Source STORIES, Community Involvement Council, Box 344, Tillsonburg, Ontario, Canada N4G 4H8

  519/688-0050

  ISBN 0-9694379-4-3 **Cost** $18.50 with *Her Shoes are Brown*

- **Mackan, P. (1991). Reflections on inclusive education. Toronto, Ontario: Center for Integrated Education and Community.**

  Annotation A collection of personal reflections on inclusive schools and communities by Father Patrick Mackan. The reader is encouraged to use the reflections in the book to spark his or her own personal reflections or to begin group discussions about inclusion.

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario CANADA, M6H 2S5

  416/658-5363

  ISBN 1-8954-18-04-6 **Cost** $10.00 plus $2.00 shipping and handling.

- **Pearpoint, J. (1991). From behind the piano: The building of Judith Snow's unique circle of friends. Toronto, Ontario: Center for Integrated Education and Community.**

  Annotation A description of the evolution of friendships and the Joshua Committee including Judith Snow, Marsha Forest, Jack Pearpoint, and friends. Compelling reading for those wanting to understand the power, compassion, and complexity of achieving inclusive educational communities.

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario CANADA M6H 2S5

  416/658-5363

  ISBN 1-8954-18-00-3 **Cost** $10.00 plus $2.00 per copy for mailing.

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

- **Biklen, D., Lehr, S., Searl, S. J., & Taylor, S. J. (1987). Purposeful integration – inherently equal. Syracuse, NY: Syracuse University, Center on Human Policy.**

  Annotation A discussion of the importance of integration, definition of the concept, model program descriptions, and practical planning and preparation suggestions for parents and professionals seeking to facilitate effective integration.

  Source Federation for Children with Special Needs, 95 Berkeley Street, Suite 104, Boston, MA, 02116

  617/482-2915 **Cost** $10.00

- **Blackman, H. P.,& Peterson, D. (1989). Total integration neighborhood schools. LaGrange, IL: LaGrange Area Department of Special Education.**

  Annotation A discussion of the commitment of the LaGrange Area Department of Special Education to inclusive education in neighborhood schools. Included are key components, anticipated benefits, the meaning of total integration in neighborhood schools, and the reactions of children and teachers.

  Source LaGrange Area Department of Special Education, 1301 Cossitt Avenue, LaGrange, IL 60525

  708/354-5730 **Cost** $ .50

- **Dillon, A. D., Tashie, C., Schuh M., Jorgenson, C., Shapiro-Barnard, S., Dixon, B., & Nisbet, J. (1993). Treasures: A celebration of inclusion. Concord, NH: University of New Hampshire, Institute on Disability.**

  Annotation This booklet contains stories, photos, and quotations which represent the successes of inclusive education in New Hampshire effected through a five-year systems change project.

  Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

  603/862-4320 **Cost** $7.00
  TDD 603/862-4320
  Fax 603/862-0034

- **Erevelles, N., Black, J., & Meyer, L. (1992). Attitudes toward the inclusion of students with severe disabilities: A survey. Syracuse, NY : Syracuse University, New York State Partnership for State-Wide Systems Change Project.**

Annotation This brief report describes the results of an attitude survey administered to a large sample of regular and special education teachers and administrators and parents of students with disabilities throughout New York. Results of the 22 item Inclusion Survey indicate attitudes toward inclusion were generally very positive, with parents being the most positive. Regular educators were more positive than special educators. Attitudes across all groups were the least positive related to students with the most severe disabilities and those with challenging behaviors. Implications for future research and program development are briefly discussed.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $2.00

New! **Harry, B., Grenot-Scheyer, M., Smith-Lewis, M., Park, H.S., Xin, F., & Schwartz, I. (1994). Developing culturally inclusive services for individuals with severe disabilities.**

Annotation This position paper addresses the issue of race and culture regarding students with severe disabilities, emphasizing three major points: 1) rather than stereotyping students according to their racial or cultural classifications, professionals must individualize their approach to reflect this variable as well as acculturation and other issues upon belief systems and practices, 2) components of a culturally inclusive approach to assessment, placement, instruction, and programming for students with severe disabilities are presented, and 3) multicultural education must be process oriented for staff development at pre- and inservice levels.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $3.00

New! **Harvard Graduate School of Education (1994). The Harvard Education Letter. Braintree, MA: Harvard Graduate School of Education Alumni Bulletin, 38(3), 12-14.**

Annotation The entire issue of this newsletter focuses on children with disabilities joining peers for classroom instruction. Included are articles on court decisions, research, future visions, and philosophical debate of the issues.

Source Harvard Education Letter, P.O.Box 850953, Braintree, MA 02185

617/380-0945 **Cost** $26.00 annual subscription
$4.50 single copy

- **Hulgin, K. (1993). Resources on inclusive education. Syracuse, NY: Syracuse University, Center on Human Policy.**

  Annotation The materials in this packet were compiled for parents, teachers, people with disabilities administrators and other individuals interested in understanding and developing inclusive education for students with severe disabilities. The information was selected to address the perspectives of many people involved in creating inclusive education options. The packet contains personal accounts of children, an article on MAPS, and an annotated bibliography of resources by topic.

  Source Center on Human Policy, Syracuse University, 200 Huntington Hall 2nd floor, Syracuse, NY 13244-2340

  315/443-3851 **Cost** $5.20

- **Institute on Community Integration. Integrated school communities for students with severe disabilities: 10 reasons why (brochure). Minneapolis, MN: University Of Minnesota, Institute on Community Integration.**

  Annotation This brochure presents ten reasons why educators and families are working to build inclusive school communities. The pamphlet has been successfully used as part of inservice training activities with parents and educators.

  Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $ .50 Please call for ordering information.

- **Pearpoint, J., Forest, M., McKnight, J., & Snow, J. A. (1991). You will only learn what you already know. Toronto, Ontario: Center for Integrated Education and Community, Proceedings of the Literacy and Inclusion Conference.**

  Annotation A short booklet that discusses the necessity of building communities that accept people who are often excluded. Describes what a real community is, and how people who have been labeled must be welcomed, not isolated or "serviced".

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario CANADA M6H 2S5

  416/658-5363 **Cost** $5.00 plus $1.00 per copy for mailing.

- **Pearpoint, J., Forest, M., & Snow, J. A. (1992). The inclusion papers: Strategies to make inclusion work. Toronto, Ontario: Center for Integrated Education and Community.**

  Annotation A collection of articles, graphics, overheads, and poetry related to "making inclusion happen" in educational and other community settings. The materials are user-friendly and communicate a great deal without excessive length.

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M6H 2S5

  416/658-5363 **Cost** $10.00
  $2.00 each Shipping/Handling

- **The President's Panel on Reform and Integration, Council for Exceptional Children. (1993). Council for Exceptional Children Policy on inclusive schools and community settings. Reston, VA: Council for Exceptional Children, April 1993.**

  Annotation This Council for Exceptional Children policy statement supports a continuum of services be available to all students and that inclusion is a meaningful goal. This paper states the position of the organization on this timely issue and discusses the implications of their policy.

  Source Council for Exceptional Children., 1920 Association Dr., Reston, VA 22091-1589

  800/232-7323 **Cost** No charge
  703/620-3660
  Fax 703/264-9494
  TDD 703/264-9446

- **Vandercook, T., Wolff, S., & York, J. (Eds.). (1989). Learning together: Stories and strategies. Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

  Annotation A collection of success stories and effective strategies emanating from the inclusion of children in typical home, school and community environments. The stories are written by teachers, parents, and friends of children with disabilities. Many stories are accompanied by photographs of children learning together.

  Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $5.00 Please call for ordering information.

- **Wetherow, D. (1992). The whole community catalog. Manchester, CT: Communitas, Inc. and Winnipeg, Manitoba: Gunnars & Campbell Publishers, Inc.**

  Annotation Special edition of what is intended to be a continuing publication. Presents resources and thoughts that relate to the building of inclusive communities. Also includes original articles on inclusive education, housing, employment, and social support.

  Source Communitas, Inc., 730 Main Street, Manchester, CT 06040

  203-645-6976 **Cost** $15.00, plus $2.00 postage and handling.

- **Young, R. (1992). Mikey goes to our school: One child's journey toward belonging. Carbondale, CO: Hometown Press.**

  Annotation This booklet shares the life of one child in the primary grades. There is a description of the setting and comments from the special educator and the classroom educators. There is also a section of comments written by Mikey's second grade classmates.

  Source Hometown Press, 323 Garfield, Carbondale, CO 81623

  970/963-1268 **Cost** $ 2.00

SYSTEMS CHANGE AND RESTRUCTURING

JOURNAL ARTICLES

- **Andrade, J., & Ryley, H. (1992). A quality approach to writing assessment. Educational Leadership, 50 (3), 22-23.**

  Annotation Described is the application of Demming's Total Quality Management (TQM) approach to the Centennial Public School in Colorado. The four questions related to assessment are: What do we really do with the assessment information that we gather?; How do we report the information to parents?; How do we use the information that we use in our school improvement planning process?; How will we use the data to help students meet their intended learner outcomes?

- **Audette, B., & Algozzine, B. (1992). Free and appropriate education for all students: Total quality and transformation of American public education. Remedial and Special Education, 13 (6), 8-18.**

  Annotation The need for general and special education to create a unified system in order to support school reform is addressed. Presented are a review of educational reforms that are critical to special educational practices and considerations of the principles embodied in the quality education movement.

- **Ayres, B., & Meyer, L. H. (1992). Helping teachers manage the inclusive classroom: Staff development and teaming start among management strategies. The School Administrator, 49 (2), 30-37.**

  Annotation A discussion of strategies and practices to help teachers effectively manage inclusive classrooms. Described are strategies instruction, teamwork, inservice training, use of task forces, and preservice preparation.

- **Bailey, D., & Dupre, S. (1992). The future search conference as a vehicle for educational change: A shared vision for Will Rogers Middle School, Sacramento, California. The Journal of Applied Behavioral Science, Vol.28, (4), 510-519**

  Annotation This article presents an application of a future search conference (a large group, organization development intervention where large numbers of people from across, down, and outside an organization gather to focus on an issue) in a California middle school. In the case presented, the central theme was the clarification of the school's vision, for the year 2002. Participants included school personnel (administration, teaching and non-teaching staff) union representatives, school board members, parents, students, and other community members. The article addresses the conditions that made school receptive to action, the planning process, the conference design components (the past, present, future) and strategic planning successful outcomes and lessons learned.

- **Banks, J. A. (1992). Multicultural education: For freedom's sake. Educational Leadership, 49 (4), 32-36.**

  Annotation Banks explains the role education plays in affirming students as they learn about their culturally specific values and beliefs. He explains that multicultural education is essential as communities struggle with establishing and honoring community expectations that are inclusive.

- **Betts, F. (1992). How systems thinking applies to education. Educational Leadership, 50 (3), 38-41.**

  Annotation Betts presents the importance of systemic change versus a piecemeal approach. He also cites Banathy's (1991) five reasons why efforts to make significant systemic change usually fail: 1) piecemeal approach; 2) failure to integrate solution ideas; 3) a discipline-by-discipline study of education; 4) a reductionalist attitude; and 5) staying within the boundaries of the existing system. Betts concludes that TQM in education means a total systems approach, within a totally new system.

- **Bickel, W. E., & Bickel, D. D. (1986). Effective schools, classrooms, and instruction: Implications for special education. Exceptional Children, 52 (6), 489-500.**

  Annotation A review of literature on the characteristics of effective schools, classrooms, and instructional processes as related to instruction of students with special needs. Some of the elements of effective instruction which are described include teaching behaviors, organization of instruction, and instructional support.

- **Billingsley, F. (1993). Reader response in my dreams: A response to some current trends in education. Journal of the Association for Persons with Severe Handicaps, 18 (1), 61-63.**

  Annotation The author describes his nightmare of returning to an educational system that excludes children with disabilities. His fear is that we will return to looking at developmental readiness of children with disabilities rather than looking at their ability to learn functional skills in integrated settings. He urges careful attention to development of policy, commitment of teachers, education of teachers, and parental demand for excellence.

- **Blackman, H. P. (1989). Special education placement: Is it what you know or where you live? Exceptional Children, 55 (5), 459-462.**

  Annotation A discussion of the placement of students with disabilities in integrated versus segregated settings as a function of geographic location. This article is a response to Danielson and Bellamy's article in Exceptional Children (1989): "State variation in placement of children with handicaps in segregated environments."

- **Blythe, T., & Gardner, H. (1990). A school for all intelligences. Educational Leadership, 47 (7), 33-37.**

  Annotation Gardner's model of the seven intelligences potentially opens up success in education for all students. The support of unique and multiple intelligences that vary greatly among all people leaves one to question application related to students with disabilities.

- **Byrnes, M. (1990). The Regular Education Initiative Debate: A view from the field. Exceptional Children, 56 (4), 345-349.**

  Annotation An argument by a general educator who concludes that the Regular Education Initiative is not ready for implementation, citing problems such as the need to change legal expectations, and to build and rebuild supports in schools and in the larger community.

- **Canady, R. L., & Rettis, M. D. (1993). Unlocking the lockstep high school schedule. Phi Delta Kappan, 75 (4), 310-314.**

  Annotation The authors describe and analyze two different plans (75-75-30 and alternate day block) that offer practical alternatives to the traditional lockstep six or seven period high school schedule. In the 75-75-30 plan the school year is divided into two 75-day terms and a 30-day term. During each term the day is divided into three 112 periods and one 48-minute period, plus a 24-minute lunch period. The alternate-day block plan offers double periods of class that alternate with each day. Thereby, students only have to prepare for a maximum of four classes a day.

- **Case, D. A. (1992). The special education rescue: A case for systems thinking. Educational Leadership, 50 (2), 32-34.**

  Annotation The current dependence on special education to provide instruction for more and more children is discussed. The author points out that this system is not cost effective and is taking money from other important school activities. The article advocates that we need to change the system so children stay in general education classrooms and teachers collaborate to meet the needs of individuals.

- **Chandler, L. K. (1993). Steps in preparing for transition: Preschool to kindergarten. Teaching Exceptional Children 25 (4), 52-55.**

  Annotation This article presents a series of steps to help sending and receiving teachers plans for transition by developing and implementing child preparation activities. These steps and activities are designed to be used during a child's final year in the sending preschool program, in preparation for the transition to kindergarten.

- **Cohen, A. (1993). A new educational paradigm. Phi Delta Kappan, 74 (10), 91-95.**

  Annotation The author describes a new system of education that is in harmony with the way the human mind actually functions. There are five dimensions identified in this model: purpose, values and ethics, self and others, systems, and skills.

- **Conley, D. T. (1991). What is restructuring?: Educators adapt to a changing world. Equity and Choice, 7 (2-3), 46-51.**

  Annotation Conley provides clarifying definitions of the terms; renewal, reform, and restructuring. Renewal activities help an organization do or perform better those activities that the organization is currently doing. Renewal activities do not cause an organization to examine the assumptions under which the organization currently functions. Reform activities cause change or alteration in current procedures, rules, and requirements that enable the organization to adapt to new circumstances or requirements. The impetus for reform almost always comes from some external force. Restructuring activities alter/change the fundamental assumptions, practices, and relationships within the organization, as well as between the organization and the outside world. The student is the focal point of a restructured school.

- **Conn, M., Cloud, D., Wolak, M., York, J., Corbin, N., & Blackman, H. P. (1992). How four communities tackle mainstreaming. The School Administrator, 49 (2), 22-29.**

  Annotation A discussion of the experiences of four communities with inclusive education. Included in the four accounts are summaries of how each community is including students with disabilities in general education classes, methods they have used to support inclusive education, challenges they have faced, and benefits for students with and without disabilities.

- **Cosden, M. A. (1990). Expanding the role of special education. Teaching Exceptional Children, 22 (2), 4-7.**

  Annotation Discusses the evolving nature of special education and some of the major issues now facing the field, including: demographic changes, advocacy for teachers, professional collaboration, and the relationship between special and general education.

- **Danielson, L., & Bellamy, T. (1989). State variation in placement of children with handicaps in segregated environments. Exceptional Children, 55 (5), 448-455.**

  Annotation A presentation of data regarding the placement of students with disabilities in segregated versus integrated settings, including state to state variations in those placements.

- **Daresh, J. C. (1991). Instructional leadership as a proactive administrative process. Theory Into Practice, 30 (2), 109-112.**

  Annotation Daresh describes proactive leadership as the central ingredient to instructional leadership. He identifies five associated characteristics: 1) awareness of personal beliefs; 2) understanding of the organization; 3) understanding of the ongoing instructional leadership process; 4) ability to understand people and a variety of perspectives, and 5) consistency of behaviors.

- **Darling-Hammond, L. (1993). Reframing the school reform agenda. Phi Delta Kappan, 74 (10), 752-761.**

  Annotation Reforms based on a behavior view of learning will never enable schools to meet the demands of the information age. Instead, this author suggests, reform should begin with the assumptions that students are not standardized and teaching is not routine.

- **Davis, J. C., & Maheady, L. (1991). The regular education initiative: What do three groups of education professionals think? Teacher Education and Special Education, 14 (4), 211-220.**

  Annotation A discussion of educators' attitudes about the Regular Education Initiative (REI). Twelve hundred general educators, special educators, and principals in Michigan were surveyed on their agreement with REI goals and acceptance of proposed methods for implementation.

- **Davis, W. E. (1990). Broad perspectives of the Regular Education Initiative: Response to Byrnes. Exceptional Children, 56 (4), 349-351.**

  Annotation A discussion concerning the possibility that the opponents of the REI appear to be dwelling excessively on the past and present successes of special education without appropriately considering the vital role special educators should play in serving a larger, more diverse population of students "at-risk for falling through the cracks" of our educational system. Davis proposes that this role taps the advocacy, technology, and programmatic experiences of special educators in serving all children in the general education setting.

- **Davis, W. E. (1989). The Regular Education Initiative debate: Its promises and problems. Exceptional Children, 55 (5), 440-446.**

  Annotation An exploration of the Regular Education Initiative (REI), including discussion of problems and issues related to the REI debate. Implications of the fact that major stakeholders (local educators and students) have been excluded from the debate and the need for them to be included are addressed.

- **Donahoe, T. (1993). Finding the way: Structure, time, and culture in school improvement. Phi Delta Kappan, 75 (4), 297-305.**

  Annotation Restructuring means the formal rearrangement of the use of time in schools to create and sustain the kind of interactive culture and supporting infrastructure needed to improve student learning. This article describes considerations and possibilities in creating time to collaborate and time to change.

- **Dwyer, K. P. (1990). Making the least restrictive environment work for children with serious emotional disturbance: Just say no to segregated placements. Preventing School Failure, 34 (3) 14-21.**

  Annotation A thorough discussion of the current lack of access to education in the least restrictive environment for students with severe emotional disturbances (SED) and steps that can be taken to provide more inclusive options for such students. A strategy of utilizing related services providers, such as school social workers and counselors, to support students with SED in their school communities is included.

- **Elmore, R. F. (1992). Why restructuring alone won't improve teaching. Educational Leadership, 49 (7), 44-48.**

  Annotation Elmore points out the relationship between school organization, what is taught, and how students are expected to learn. He concludes that structural changes alone will not result in improvements in teaching and learning.

- **Evans, D. W., Harris, D. M., Adeigbola, M., Houston, D., & Argott, L. (1993). Restructuring special education services. Teacher Education and Special Education, 16 (2), 137-145.**

  Annotation This article reviews the philosophical, political, and policy challenges related to instituting collaborative teaching. In addition, strategies for dealing with these challenges are discussed, and research methods for collecting evaluation data are presented.

- **Fink, S. (1992). How we restructured our categorical programs. Educational Leadership, 50 (2), 42-43.**

  Annotation Fink describes the restructuring of the Edmonds School District in Lynwood Washington. The goal of the restructuring was an integrated special, compensatory, and basic service delivery model that would provide effective instruction for all students. School personnel grouped students according to instructional needs rather than labels and funding sources. The four major phases were: building consensus for change, overcoming major obstacles, celebrating program outcomes, and evaluating progress.

• **Foster, A. G. (1991). When teachers initiate restructuring. Educational Leadership, 48 (8), 27-30.**

Annotation A significant portion of the restructuring points to the importance of teacher participation in the decision making process during significant changes at the building level, i.e., restructuring. Foster, an educator, provides a teacher's perspective on the process of restructuring at Stagg High School.

New! **Goldman, J. P. (1994). Cost analysis profiles for students in special education. The School Administrator, 10 (51), 14-15.**

Annotation Minnesota Department of Education compared costs of educating students with disabilities in varied learning environments at preschool, second, eighth and eleventh grade levels. Cost profiles of five second graders are provided in the article. Results generally indicated that as the level of disability increased so did the level of costs.

New! **Goldman, J. P. (1994). One school district's cost analysis. The School Administrator, 10 (51), 18.**

Annotation Clark County, Indiana, schools conducted a fiscal analysis of their inclusion program. The study was undertaken to determine the fiscal impact of direct and identifiable costs associated with instruction, administration, transportation, and staff development. These costs were compared to those of nine schools that provided special education programs via traditional service delivery models. Results and recommendations are also provided for administration, transportation, and staff development.

• **Hamre-Nietupski, S., Krajewski, L., Nietupski, J., Ostercamp, D., Sensor, K., & Opheim, B. (1988). Parent/Professional partnerships in advocacy: Developing integrated options within restrictive systems. Journal of the Association for Persons with Severe Handicaps, 13 (4), 251-259.**

Annotation A discussion of advocacy partnerships between parents and professionals working for integrated educational options for students with severe disabilities. Includes strategies for obtaining integrated options, results of advocacy efforts, and critical features of advocacy partnerships.

• **Hamre-Nietupski, S., Nietupski, J., & Maurer, S. (1990). A comprehensive state education agency plan to promote the integration of students with moderate/severe handicaps. Journal of the Association for Persons with Severe Handicaps, 15 (2), 106-113.**

Annotation A case study illustrating comprehensive systems-change strategies to promote the inclusion of learners with disabilities as developed by the Iowa Department of Education. Implications for other state education agencies are discussed and proactive strategies to promote inclusion at various levels of the system are described.

• **Haring, K., Farron-Davis, F., Goetz, L., Karasoff, P., Sailor, W., & Zeph, L. (1992). LRE and the placement of students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 17 (3), 145-153.**

Annotation The placement patterns of students with severe disabilities across three states are presented. The purpose of the study is to more closely identify and analyze factors that influence national monitoring and reporting of LRE issues.

New! **Hasazi, S. B., Johnston, A. P., Liggett, A. M., & Schattman, R. A. (1994). A qualitative policy study of the least restrictive environment provision of the Individuals with Disabilities Education Act. Exceptional Children, 60 (6), 491-507.**

Annotation A multi-state, qualitative policy study, conducted from 1989 to 1992, investigated how 6 states and 12 local school districts implemented the least restrictive environment (LRE) provision of the Individuals with Disabilities Education Act (IDEA). Eight sites were relatively high users of separate facilities for educating students with disabilities, and 10 were low users. Six factors, including financing and the state-local context, influenced the implementation of LRE. Although the LRE policy has influenced the way that states and districts educate students with disabilities, the federal law and regulations have little control over how leaders view the policy, the structure and political realities present, and the recursive nature of policy systems at all levels.

New! **Hehir, T. (1994). Special education: Success and challenges. Teaching Exceptional Children, 26 (3), 5.**

Annotation The director of the U.S. Office of Special Education Programs (OSEP), Hehir suggests, OSEP will continue to push for integration in all aspects of community life for children and youth with disabilities by including them in the Department of Education's school reform initiatives.

• **Hixson, J., & Lovelace, K. (1992). Total quality management's challenge to urban schools. Educational Leadership, 50 (3), 24-27.**

Annotation The authors describe Demming's Fourteen Points as broad principles that embody the basic culture of an organization's culture and norms of practice. Hixson and Lovelace emphasize that the principles are just that, principles, not a recipe to be followed for guiding school change. They emphasize that this is especially true given the fact that public schools are quite different from the private sector arenas in which TQM principles evolved and were validated.

- **Jenkins, J. R., & Pious, C. G. (1991). Full inclusion and the REI: A reply to Thousand and Villa. Exceptional Children, 57 (6), 562-564.**

  Annotation A cautionary perspective in which the authors remind educators that their first priority is to provide effective programs that enable students to learn and develop to the best of their abilities. The authors assert that there may be more focus on placement and less attention to child outcomes when advocating for full inclusion and the Regular Education Initiative.

- **Jenkins, J. R., Pious, C. G., & Jewell, M. (1990). Special education and the regular education initiative: Basic assumptions. Exceptional Children, 56 (6), 479-491.**

  Annotation An attempt to clarify and interpret some of the underlying assumptions of the REI. The authors discuss which groups of students with learning challenges can be considered within the intent of the REI based on the notion that the general educator's basic responsibility is to provide instruction in a strict developmental curriculum.

- **Kauffman, J. M. (1993). How we might achieve the radical reform of special education. Exceptional Children, 60 (1), 6-16.**

  Annotation A frank discussion on the potential for significant change in special education through carefully chosen activities. Three immediate tasks are presented: keeping the issue of place in perspective, choosing idea over image, and avoiding fanaticism. Desegregating special education populations, repairing and elaborating special education's conceptual foundations, and strengthening special education's empirical base are suggested as preferred methods for achieving change in special education.

- **Kober, N., & Hornbeck, D. (1992). The changing face of special education. The School Administrator, 49 (2), 14-18.**

  Annotation An interview with David Hornbeck discussing school reform. Hornbeck describes "schools of distinction" which meet the needs of all students. He gives specific suggestions for developing such schools and describes the effects of these schools on children and adults.

New! **Kubicek, F. C. (1994). Special education reform in light of select state and federal court decisions. The Journal of Special Education, 28 (6), 1-7.**

  Annotation This study examines both what the Regular Education Initiative (REI) is how it should be implemented in light of the judicial decisions that serve as the legal foundation for P.L. 142. The primary issue addressed is whether or not the proposals comply with legal mandates. The REI is described in the contexts of Little Change Model; Extreme Change Model; and Moderate Change Model.

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- **Leone, P. E., McLaughlin, M. J., & Meisel, S. M. (1992). School reform and adolescents with behavior disorders. Focus on Exceptional Children, 25 (1), 1-13.**

  Annotation A thorough discussion of how the Regular Education Initiative relates to children with behavioral challenges. Included is a history of education for and current issues related to education of students with behavior challenges. Information is also included on restructuring schools so that all students' needs are met.

- **Lieberman, L. (1985). Special education and regular education: A merger made in heaven? Exceptional Children, 51 (6), 513-516.**

  Annotation An argument attesting to the need for a dual and separate educational system in order to provide quality services to children with disabilities. This article was written in response to an article by Susan and William Stainback that outlines a rationale for merging special and general education.

- **Lilly, M. S. (1988). The Regular Education Initiative: A force for change in general and special education. Education and Training in Mental Retardation and Developmental Disabilities, 23 (4), 253-260.**

  Annotation A discussion of the Regular Education Initiative (REI). The focus is on educational reform where special education is assimilated into general education and educators work together to provide quality education for all children.

- **Lipsky, D. K., & Gartner, A. (1987). Capable of achievement and worthy of respect: Education for handicapped students as if they were full-fledged human beings. Exceptional Children, 54 (1), 69-74.**

  Annotation A discussion advocating efforts to change the general education system to accommodate and serve all students, including those with special needs, as opposed to "perfecting" the special education system.

- **Loucks-Horsley, S., & Roody, D. S. (1990). Using what is known about change to inform the regular education initiative. Remedial and Special Education, 11 (3), 51-56.**

  Annotation The authors infuse information that is known about the process of change into the REI. He notes that innovation research is more likely to succeed when the innovation is well defined, seen as effective, and is user-friendly. Mandates may change behaviors, but not attitudes. Attitudinal changes occur after educators see improvements in student behavior which leads them to take ownership of the innovation as being "tried and true." Change process takes three to five years to take hold. Concrete examples are needed, not only philosophy, so that effective models can be replicated. Provision of appropriate support is critical.

New! **McLaughlin, M. J., & Warren, S. H. (1994). The costs of inclusion: Reallocating financial and human resources to include students with disabilities. The School Administrator, 10 (51), pp 8-9, 11-12, 16-17, 19.**

Annotation Interviews with special education directors and other administrators from 14 Maryland school districts report on costs of inclusion in the five areas of: teachers and instructional assistants, transportation, facilities, materials and equipment, and professional development. The study sample was small. Results indicated that inclusion does cost more initially; however, when costs of providing services in home schools are examined relative to costs of providing services out of district, inclusion can be less expensive.

New! **McLaughlin, M. J., & Warren, S. H. (1994). Reassigning teachers in inclusive schools. The School Administrator, 10 (51), 10.**

Annotation The authors report that changing service models to inclusive programing for students with disabilities does not alter the number of professionals in special education or general education, but does alter the tasks of special educators.

New! **McLaughlin, M. J., & Warren, S. H. (1994). The challenge of fiscal analysis. The School Administrator, 10 (51), 12.**

Annotation According to the authors costs of inclusion of students with disabilities may be misinterpreted in schools because costs which were used to transport students away from the neighborhood school are now used to support the student in the neighborhood school. In addition, costs for educating students with severe disabilities become more obvious locally, i.e., more people become aware of the educational costs. This may signal the need for a new way of budgeting.

- **Messinger, J. (1985). Commentary on "A rationale for the merger of special and regular education" or is it now time for the lamb to lie down with the lion? Exceptional Children, 51 (6), 510-512.**

Annotation An argument attesting to the need for a dual and separate educational system in order to provide quality services to children with handicaps. Written in response to an article by Susan and William Stainback outlining rationale for merging special and general education.

- **Morsink, C. V., & Lenk, L. L. (1992). The delivery of special education programs and services. Remedial and Special Education, 13 (6), 33-43.**

Annotation The authors discuss the need for a continuum of services, to vary location of instruction for students with disabilities. Three points are highlighted: 1) needs of individual learners; 2) limiting factors within environments; and 3) instructional variables across learners and environments.

- **O'Neil, J. (1993). Can national standards make a difference? Educational Leadership, 50 (5), 4-8.**

  Annotation O'Neil points out that considering the amount of attention given to the topic of creating national standards, it is interesting to note that there is not a consensus about what constitutes standards. The National Council on Education Standards and Testing recommended: 1) national standards should be developed that include content standards, students performance standards, systems performance standards, and school delivery standards; and 2) national assessment system should be developed that is linked to these standards.

- **O'Neil, J. (1992). On tracking and individual differences: A conversation with Jeanne Oakes. Educational Leadership, 50 (2), 18-21.**

  Annotation Oakes defines tracking and ability grouping as forms of grouping that are characterized by educators making broad judgments about how smart a student is or is not. She also points out the cultural significance and differential valuing of students within "top groups" who quickly become "top kids."

- **Pearman, E. L., Huang, A. M., Barnhart, M., & Mellblom, C. (1992). Educating all children in school: Attitudes and beliefs about inclusion. Education and Training in Mental Retardation and Developmental Disabilities, 27 (2), 176-182.**

  Annotation Presents a discussion of a survey on the attitudes and beliefs about inclusive education of one school district's personnel in Colorado. Two issues identified by survey respondents are: the need for more cooperative planning time and the tension created in their buildings due to inclusion.

- **Price, H. B. (1990). The bottom line for school reform. Phi Delta Kappan, 72 (3), 242-244.**

  Annotation Price discusses the missing element in the school reform movement: a coherent vision of where the reforms are supposed to lead.

- **Raynes, M., Snell, M., & Sailor, W. (1991). A fresh look at categorical programs for children with special needs. Phi Delta Kappan, 73 (4) 326-331.**

  Annotation A discussion of issues and strategies related to inclusive education. Issues include: support in the regular classroom, related services as part of the school routine, protectiveness of special education, curriculum, school and community expectations, collaboration, sharing resources, evaluation and training, and school attitudes.

• **Reynolds, M., Zetlin, A., & Wang, M. (1993). 20/20 analysis: Taking a close look at the margins. Exceptional Children, 59 (4), 294-300.**

Annotation The 20/20 plan encourages a broad systematic outcomes approach to school improvement. "20/20 Analyzing" identifies students showing least (below 20th percentile) and most (above 80th percentile) progress toward important objectives of education in school. The situation of each student in low 20% and high 20% groups is then examined as a basis for broad (noncategorical) approaches to improvement of learning opportunities. The authors provide support for the active involvement of special educators in the current school restructuring movement.

New! **Roach, V. (1994). The superintendent's role in creating inclusive schools. The School Administrator, 10 (51), 20-27.**

Annotation The author discusses the need for superintendent leadership in creating inclusive school environments, including: planning and implementation, involvement of parents, recruiting school board support, allocating resources to train staff, handling opposition, and making budget reallocation. The article also discusses the role of other school administrators and staff.

• **Sailor, W. (1991). Special education in the restructured school. Remedial and Special Education, 12 (6), 8-22.**

Annotation A discussion of educational reform in general education and special education. Included is a discussion of the parallels in the reform agendas of the two systems and how they might be merged to create more effective schools for all children.

New! **Salisbury, C. L., & Chambers, A. (1994). Instructional costs of inclusive schooling. Journal of the Association for Persons with Severe Handicaps, 19 (3), 215-222.**

Annotation Results of archival data analysis revealed district costs significantly less on an annual basis relative to comparable costs for out-of-district services; a significant increase in the number of students with severe disabilities over the 5-year period in the home district, with district costs still below that of out-of-district services; a doubling in contractual costs over the 5-year period, linked most directly to the dramatic increase in the number of students with more intensive needs; and a significant increase in the number of and reliance on paraprofessional staff for supporting labeled and non-labeled students in general education.

• **Salisbury, C. L., Palombaro, M. M., & Hollowood, T. M. (1993). On the nature and change of an inclusive elementary school. Journal of the Association for Persons with Severe Handicaps, 18 (2), 75-84.**

Annotation Qualitative methods are used to explore the context and practices of an inclusive elementary school. Longitudinal data (30 months) that were gathered and subsequently analyzed, included field notes, interviews, and an analysis of school problems. Themes that emerged related to systematic change from a triangulation of the data were vision-based, explicit valued-based, importance of teamwork, and the impact of change.

New! **Sawyer, M., McLaughlin, M. J., & Winglee, M. (1994). Is Integration of students with disabilities happening? An analysis of national data trends over time. Remedial and Special Education, 15 (4), 204-215.**

Annotation The Federal Office of Special Education Programs (OSEP) analyzed student placement data between 1977-78 and 1989-90 to determine whether there were significant changes toward general education classroom placement. General education placement has consistently increased over time in most categories of disabilities.

New! **Schalock, M., Fredericks, B., & Dalke, B. (1994). The house that traces built: A conceptual model of service delivery systems and implications for change. The Journal of Special Education, 28 (2), 203-223.**

Annotation After a brief literature review about systems and change, the authors describe a multi-faceted view of systems change for education.

• **Schattman, R., & Benay, J. (1992). Inclusive practices transform special education in the 1990's. The School Administrator, 49 (2), 8-17.**

Annotation A discussion of educational reform as related to inclusive education. Included are descriptions of the relationship between inclusive education and school reform in general, the roles of educators and parents in inclusive schools, and the benefits of inclusion.

• **Schleifer, M. (1992). A victory for mainstreaming. Exceptional Parent, 22 (6), 18.**

Annotation Outlines a ruling by a California judge which uses the Individuals with Disabilities Education Act as a basis for determining that a student with mental retardation should be educated in a general education classroom with appropriate support services.

New! **Snell, M. E., & Drake, Jr. G. P. (1994). Replacing cascades with supported education. The Journal of Special Education, 27 (4), 393-409.**

Annotation Twenty-five years ago Dunn (1968) described a progressive plan to improve special education for students labeled as "slow learners" and "educable mentally retarded." This blueprint for change contained many recommendations that ring consistent with some of today's calls for educational reform, except for his exclusion of students with severe disabilities from these recommendations. Dunn even used the terms "support" and "neighborhood schools," as well as calling for changes in school organization and espousing an ecological approach. This paper sets forth the basic tenets of Dunn's blueprint for change while adding current extensions and giving justifications for broadening the applicable population of students to include those with extensive support needs.

- **Stainback, G. H., Stainback, S. B., & Stainback, W. C. (1988). Superintendents' attitudes toward integration. Education and Training in Mental Retardation and Developmental Disabilities, 23 (2), 92-96.**

Annotation A description of a study of superintendents' attitudes toward educating students with severe and profound disabilities in neighborhood schools and general education classes. Fifty percent of the superintendents supported the inclusion of these students. One-third were uncertain about their attitudes on this subject. Superintendents who perceived community support for the inclusion of these students had more positive attitudes toward inclusion than those who perceived a lack of community support.

- **Stainback, S., & Stainback, W. (1985). The merger of special and regular education: Can it be done? A response to Lieberman & Messinger. Exceptional Children, 51 (6), 517-521.**

Annotation Presentation of rebuttal arguments reaffirming the Stainback's' rationale for the merger of general and special education into a unified educational system.

- **Stainback, S., & Stainback, W. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51 (2), 102-111.**

Annotation Presentation of an extensive rationale for merging general and special education into a unified system based on the premise that a dual system is inefficient and unnecessary.

- **Stainback, S., & Stainback, W. (1986). One system, one purpose: The integration of special and general education. 'entourage, 3 (1), 12-16.**

Annotation A compilation of reasons to support the merger of general and special education into a unified educational system in which services would be provided based on students' needs and capabilities, rather than on an assigned categorical affiliation.

- **Stainback, S., & Stainback, W. (1989). Using qualitative data collection procedures to investigate supported education issues. Journal of the Association for Persons with Severe Handicaps, 14 (4), 271-277.**

  Annotation A discussion of participant observation and interview procedures as methods of qualitative investigative techniques. Use of these methods is described in answering several questions including: How do we build consensus in schools that integration is to be valued? What supports do general education class teachers and students in the mainstream want? What are some innovative ideas for making general education class integration successful?

- **Stainback, S., & Stainback, W. (1987). Integration versus cooperation: A commentary on "Educating children with learning problems: A shared responsibility." Exceptional Children, 54 (1), 66-68.**

  Annotation A commentary, in response to Madeline Will's 1986 regular education initiative address on parameters critical to the achievement of coordinated, comprehensive services for all students based on individual educational needs rather than eligibility for special programs.

- **Storey, K. (1993). A proposal for assessing integration. Education and Training in Mental Retardation and Developmental Disabilities, 28 (4), 279-287.**

  Annotation Integration has been elusive to define and measure. However, if integration effects are to be determined, it is important that measures be reliable, valid, and socially important in order to guide research and service delivery efforts. This paper addresses the issues of molar versus molecular assessment, defining integration, and the assessment issues in measuring integration. Integration measures are presented in four component areas: physical integration, social integration, relationships, and social networks. Suggestions for future research and development of appropriate measures for assessing integration are offered.

- **Thousand, J. S., & Villa, R. A. (1990). Strategies for educating learners with severe disabilities within their local home schools and communities. Focus on Exceptional Children, 23 (3), 1-24.**

  Annotation An overview of administrative organizational, instructional, and teacher preparation strategies that can be used in supporting the education of learners with severe disabilities in general education settings.

- **Tucker, J. (1989). Less energy required: A response to Danielson and Bellamy. Exceptional Children, 55 (5), 456-458.**

  Annotation A commentary on Danielson and Bellamy's article on state variations in implementing LRE. A more comprehensive view of LRE that starts by identifying a student's needs, and then seeking the most normal conditions under which those needs can be met is advocated. Tucker surmises that LRE has traditionally and semantically been an issue of location rather than service because location-related applications are made more easily.

- **Tye, K. E. (1992). Restructuring our schools: Beyond the rhetoric. Phi Delta Kappan, 74 (1), 8-14.**

  Annotation Tye examines the problems with the latest school restructuring movement and explains why it is "doomed to failure." A key concern around restructuring is the amount of time and energy put into changing structures, without significant attention to: 1) institutionalizing new behaviors, and 2) providing long term follow-up opportunities to engage in serious and challenging dialogues.

- **Villa, R. A., & Thousand, J. S. (1992). How one district integrated special and general education. Educational Leadership, 50 (2), 39-41.**

  Annotation A description of the transition of the Winooski, Vermont, school district from the traditional dual system of general education and special education to a single system that includes all children. The school district eliminated labels for children and redefined roles for teachers. They have found the single system empowers both the children and adults.

New! **Wang, M. C., Reynolds, M. A., & Walberg H. J. (1995). Serving students at the margins. Educational Leadership, 52 (4), 12-17.**

Annotation Students at the margins may be at risk, have learning disabilities, be low-achieving, or gifted and talented. By dispensing with traditional approaches (e.g. the need to have a label to obtain support), the capacity exists to better meet the needs of all learners. Broad consensus is emerging among educators that narrowly framed categorical programs have produced too few benefits for students. A major goal should be a reduction in the alienation and estrangement from teachers, classmates, and schools felt by so many youngsters at the margins. The authors provide several suggestions to provide meaningful and effective education to all students.

- **Wang, M. C., Reynolds, M. C., & Walberg, H. J. (1989). Who benefits from segregation and murky water?: A rebuttal to Vergason and Anderegg. Phi Delta Kappan, 71 (1), 64-67.**

  Annotation An argument for the development of programs that address the real needs of students who require intensive instruction but that dispense with labels and segregated settings. The authors also see special educators as essential in helping strengthen the educational outcomes of all children in general education settings through true coordination and collaboration with other educators.

- **Wang, M. C., Reynolds, M. C., & Walberg, H. J. (1988). Integrating the children of the second system. Phi Delta Kappan, 70 (3), 248-251.**

  Annotation A discussion concerning the integration of categorical programs and general education, improving the effectiveness of general education, and reducing the tendency to classify and label students based on a questionable system of classification. Integration of the "second system" and general education would facilitate the formation of an effective, comprehensive educational system.

- **Wang, M. C., Walberg, H., & Reynolds, M. C. (1992). A scenario for better - not separate - special education. Educational Leadership, 50 (2), 35-41.**

  Annotation An explanation of how our current educational system is disjointed and does not meet the needs of children. An end of separate programs and a stop to labeling children are advocated. The authors share their vision of how we can meet the individual needs of children by changing the system.

- **Wasley, P. (1991). Stirring the chalk dust: Changing practices in Essential schools. Teachers College Record, 93 (1), 28-58.**

  Annotation A description of the principles of the Coalition of Essential Schools, which is striving to redesign school practices in order to help all students learn well. Discussed are the practices of three Essential school teachers.

- **Watts, G. D., & Castle, S. (1993). The time dilemma in school restructuring. Phi Delta Kappan, 75 (4), 306-309**

  Annotation The National Center for Innovation surveyed 31 schools and 14 school districts and identified five strategies for dealing with the "Dilemma of Time." The five strategies are: freed-up time, restructured or rescheduled time, common time, better-used time, and purchased time.

- **Watts, G. D., & Castle, S. (1993). Unlocking the lockstep high school schedule. Phi Delta Kappan, 75 (4), 310-314.**

  Annotation This article invites the reader into a paradigm shift, moving toward a view of school schedules as a "path to school improvement" rather than "a barrier" to educational change. With clear definitions and examples of two distinct, yet compatible plans: the 75-75-30 plan and the alternative day block schedule the article provides practical application. Both the "why" and the "how" of changing the outdated and ineffective schedule model that most of our school systems have used for generations. The reader is walked through a "what if" section designed to anticipate and report many of the fears of skeptics.

- **Wheelock, A. (1992). The case for untracking. Educational Leadership, 50 (2), 6-10.**

  Annotation The goal for untracking schools is improved learning for all students in a democratic school community. The means for untracking schools is the elimination of separate groups based on ability in order to provide all students with equal access to valued knowledge through restructured curriculum and instruction. Untracking requires reforms, curriculum, instruction, assessment, and classroom management.

- **Will, M. C. (1986). Educating children with problems: A shared responsibility. Exceptional Children, 52 (5), 411-415.**

  Annotation An examination of special programs and their limitations. Specific reasons for and methods of changing the educational system to meet the individual needs of all students are presented.

New! **Wisniewski, L., & Alper, S. (1994). Including students with severe disabilities in general education settings: Guidelines for change. Remedial and Special Education, 15 (1), 4-13.**

Annotation Although different laws and policies have attempted to include all students in the general education setting, many still believe that students with severe disabilities are the most segregated group in our schools. This full implementation of inclusion doesn't happen naturally, but instead involves a systems-change. This article by Wisniewski and Alper suggests using five guidelines to promote this change. Those guidelines include: leaders developing a network in the community using key supporters, leaders identifying school/community resources that facilitate inclusion, creatively using strategies already used in the general education setting to support inclusion (i.e. cooperative learning, flexible grouping, peer tutoring), finding ways to implement and support these strategies which lead to integration, and finally developing a system of feedback and renewal that celebrates the successes and helps to improve other areas.

New! **Wolery, M., Werts, M. G., Caldwell, N. K., Snyder, E. D., & Lisowski, L. (1995). Experienced teachers' perceptions of resources and supports for inclusion. Education and Training in Mental Retardation and Developmental Disabilities, 30 (1), 15-26.**

Annotation A mail survey of elementary teachers in the Commonwealth of Pennsylvania was conducted to identify their perceptions of the supports that were available to them and were needed by them for inclusion and to determine whether differences existed in those perceptions based on the type of teacher (general and special education), grade level, and their self-ratings of the success of their inclusion experiences. The participants were teachers who had experience including children with disabilities in general education classrooms. Of the 175 mailed questionnaires, 158 (90.3%) were returned and coded. Several conclusions were apparent: (a) special and general educators reported similar levels of need for resources, but special educators reported greater availability of resources than general educators; (b) grade 2-3 teachers reported greater discrepancies between perceived needs and availability of resources than did teachers of other grade levels; (c) a high percentage of respondents reported a need for training and a low percentage reported having training; (d) minimal discrepancies occurred between the need and availability for support personnel – indicating these teachers perceived having access to the personnel they perceived needing; and (e) lower discrepancies between perceived needs and availability of resources occurred for teachers who self-rated their inclusion experience as successful.

- **Ysseldyke, J. E., Thurlow, M. L., & Bruininks, R. H. (1992). Expected educational outcomes for students with disabilities. Remedial and Special Education, 13 (6), 19-30.**

Annotation This article challenges school personnel to move beyond the concern for equal access to educational services to examine the extent to which students of disabilities achieve the goals set for other students. The authors call attention to the need for specifying outcome indicators for special education, as well as general education.

- **Ysseldyke, J. E., Thurlow, M. L., & Shriner, J. G. (1992). Outcomes are for special educators too. Teaching Exceptional Children, 25 (1), 36-50.**

Annotation A discussion of Outcomes Based Education (OBE) and how it relates to the education of students with disabilities. Included are perspectives by national, state, and local educators and parents.

BOOKS AND CHAPTERS

- **Ainscow, M. (Ed.). (1991). Effective schools for all. London: David Fulton Publishers.**

  Annotation This book is a discussion of school reform, with examples from around the world of effective practices for changing our schools to meet the needs of all students. Major themes are critical analysis of current practice and policy, approaches to school improvement, classroom processes and effective teaching, and the role of staff development.

  Source Paul H. Brooks Publishing, P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-85346-164-4 **Cost** $28.00

- **Bechtol, W. M., & Sorenson, J. S. (1993). Restructuring schooling for individual students. Des Moines, IA: Allyn and Bacon.**

  Annotation This book is a discussion and description of restructuring public schools to accommodate the diverse backgrounds and needs of students, thus giving them a greater opportunity to be successful. Chapters focus on reasons for school restructuring, the components of a restructured school, organization of a restructured school, model restructured schools, effective teaching strategies, curriculum, and teaching learning styles.

  Source Longwood Division, Allyn & Bacon Order Processing Department, P.O. Box 11073, Des Moines, IA 50381-1073

  800/848-4400 ext. 92

  ISBN 0-205-13929-9 **Cost** $40.95

- **Biklen, D. (1992). Schooling without labels: Parents, educators, and inclusive education. Philadelphia, PA: Temple University Press.**

  Annotation This book examines inclusion from a family systems perspective. Through interviews and observation, Biklen explores the relationships, interactions, and daily life events of six families, each having at least one child with a disability. Each of the families has "fully included" their child as a full, valued and equal participant in their respective families. Biklen suggests that educational systems use a family systems perspective to provide a basis for school restructuring.

  Source Temple University Press, Room 305, Broad and Oxford Streets, Philadelphia, PA 19122

  800/447-1656

  ISBN 0-87722-876-0 **Cost** $19.95

- **Block, J., & Haring, T. (1992). On swamps, bogs, alligators, and special education reform. In R. A. Villa, J. S. Thousand, S. Stainback, & W. Stainback (Eds.), Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools (pp. 7-24), Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation The focus of this chapter is on equity and excellence in education. The authors are quick to point out that a shortcoming of special education is the continual focus on equity versus excellence. Such a focus may provide structures of a service-driven model, but does not guarantee excellence in teaching or learning.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-091-3 **Cost** $30.00

- **Byham, W., Cox, J., & Shomo, K. H. (1992). Zapp! in education: How empowerment can improve the quality of instruction, and student and teacher satisfaction. Port Chester, NY: Developmental Dimensions International, Inc.**

  Annotation This book discusses how to boost the quality, efficiency, and creativity of education through a system of workable and hands-on advice regarding how educators can get their students (and themselves) excited about education again.

  Source National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573

  800/453-7461
  Fax 914/937-9327

  ISBN 0-449-90796-1 **Cost** $10.00 USA $12.50 Canada

- **Byrnes, D. A., & Kiger, G. (Eds.). (1992). Common bonds: Anti-bias teaching in a diverse society. Wheaton, MD: Association for Childhood Education International.**

  Annotation This book examines the growing diversity within our schools which suggests ways that teachers can build inclusive school and classroom environments. It centers on the theme that although diversity poses challenges, teachers can create an environment in which differences are recognized and accepted while providing a common set of norms and values that bind people together. Chapters deal with different forms of diversity in schools including racial/ethnic, religious, ability, socioeconomic class, linguistic, and gender.

  Source Association for Childhood Education International, 11501 Georgia Avenue, Suite 315, Wheaton, MD 20902

  301/942-2443
  800/423-3563

  ISBN 0-87183-125-8 **Cost** $12.00 Member's cost $15.00 Non-member's cost

New! **Dalheim, M. (Ed.) (1994). Time Strategies West Haven, CT: NEA Professional Library Series.**

Annotation A National Education Association teacher - to - teacher book that covers strategies teachers have found useful in restructuring school time for effective teaching, professional development, and school-change efforts.

Source National Education Association of the United States. Available from National Professional resources, Inc. 25 South Regent Street, Port Chester, NY 10573

800-453-7461
Fax 914-937-9327

ISBN 0-8106-2902-X **Cost** $9.95

New! **Dalheim, M. (Ed.) (1994). School-based change West Haven, CT: NEA Professional Library Series.**

Annotation A National Education Association book that details processes for dealing with the challenges that accompany school-based change. Challenges include: how to handle faculty and community resistance, time constraints, and difficulties that arise in group decision-making.

Source National Education Association of the United States. Available from the National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573

800-453-7461
Fax 914-937-9327

ISBN 0-8106-2905-4 **Cost** $9.95

- **Fullan, M., & Stiegelbauer (1991). The new meaning of educational change. Colchester, VT: Teachers College Press.**

Annotation This book is a description and examination of educational change. Sections discuss how educational change works, change at the local school and district levels, as well as at the regional and national levels, and future trends for educational change.

Source Teachers College Press, P.O. Box 2032, Colchester, VT 05449

800/445-6638

ISBN 0-8077-3060-2 **Cost** $25.95

- **Glasser, W. (1993). The quality school teacher. Harper Perennial.**

  Annotation In this companion volume to The Quality School, the author explains how teachers can create classrooms in which all students do quality work, through lead-management. Methods of creating such classrooms are described. These include establishing warm, non-coercive relationships with students, teaching only useful material, and moving from teacher evaluations to student self-evaluations.

  Source Harper and Row Publishers, Inc.

  ISBN 0060950196 **Cost** $11.00

- **Glasser, W. (1992). The quality school: Managing students without coercion, (2nd ed.). Harper Perennial.**

  Annotation This book discusses the need to develop quality schools where students work hard because there is quality in what they are asked to do and how they are asked to do it. Methods for developing quality schools which are discussed include: leading students rather than coercing them, teaching in ways that satisfy students, and teaching meaningful curricula. Through these methods the author claims discipline problems will disappear and every student will find satisfaction in doing well in school.

  Source Harper and Row Publishers, Inc.

  ISBN 0060969555 **Cost** $11.00

- **Graden, J., Zins, J., & Curtis, M. (Eds.). (1988). Alternative educational delivery systems: Enhancing instructional options for all students. Silver Springs, MD: National Association of School Psychologists.**

  Annotation This book is a discussion of the need for and development of alternative educational systems for all students. Sections cover the need for alternative educational delivery systems, alternative frameworks for educational delivery systems, and facilitating the development and operation of alternative service delivery systems.

  Source National Association of School Psychologists, 8455 Colesville Road, Suite 1000, Silver Springs, MD 20910

  301/608-0500

  ISBN 0932955096 **Cost** $35.00

New! **Jacobs, R. W. (1994). Real time strategic change: How to involve an entire organization in fast and far-reaching change. San Francisco, CA: Berrett-Koehler Publishers, Inc.**

Annotation This book will describe the most successful organizations of the future will be those that are capable of rapidly and effectively bringing about fundamental, lasting, system-wide changes. This book advocates a fundamental redesign of the way organizations change and provides practical, hands-on, step-by-step road maps through the entire change process. Employed are the need for all strategies to involve large numbers of people in designing and implementing change.

Source Berrett-Koehler Publishers, Inc., 155 Montgomery Street, San Francisco, CA 94104-4109

415/288-0260
Fax 415/362-2512

ISBN 1-881052-45-1 **Cost** $27.95

- **Lipsky, D. K., & Gartner, A., (Eds.). (1989). Beyond separate education: Quality education for all. Baltimore, MD: Paul H. Brookes.**

Annotation This book is a discussion of reform of the educational system into a system in which all children receive a quality education in inclusive schools. Sections focus on background and the current situation; classrooms and schools; teachers, parents, and students; and next steps.

Source Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624.

800/638-3775

ISBN 1-55766-017-4 **Cost** $32.00

- **Lloyd, J. W., Singh, N. N., & Repp, A. C. (1991). The regular education initiative: Alternative perspectives on concepts, issues, and models. Sycamore, IL: Sycamore Publishing Company.**

Annotation This book provides a thorough discussion of the Regular Education Initiative. Diverse viewpoints on reform, methods and models for achieving it, and effects of reform on children with various disabilities.

Source Sycamore Publishing Company, P.O. Box 133, Sycamore, IL 60178

815/756-5388

ISBN 0-962533-3-X **Cost** $34.95

New! **Lowell York, J., Kronberg, R. M., & Doyle M. B. (1995). A shared agenda for general and special educators. Baltimore, MD: Paul H. Brookes.**

Annotation Use this essential introductory module to examine in detail how students benefit by learning together in inclusive school communities and why general and special educators must collaborate to create the most ideal learning opportunities for all students.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775
Fax 410/337-8539

ISBN 1-55766-205-3 **Cost** $30.00 Facilitator guide
$14.00 Three participant guides

• **Meyer, L. H., & Janney, R. (1993). School-Based consultation to support students with severe behavior problems in integrated educational programs. In L. H. Meyer, & R. E. Janney (Eds.), Advances in school psychology, vol. VIII, Syracuse, NY: Lawrence Erlbaum Publishers.**

Annotation This chapter presents an overview of the school-based consultation model that was field-tested in a dozen New York public school districts to support 33 students with severe behavior problems and severe disabilities in their regular schools and classrooms. The chapter includes a detailed description of the service delivery model, the intervention approaches used with students, costs of consultation services, the set of "user-friendly" evaluation measures used by team members in typical school and community settings, and the results of this effort including a year-later follow-up to determine whether behavioral improvement maintained and these services enabled students to remain in their integrated school placements.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881

ISBN Not available **Cost** $6.00 for chapter only

- **Mills, R., & Hull, M. (1992). State departments of education: Instruments of policy, instruments of change. In R. A. Villa, J. S. Thousand, S. Stainback, & W. Stainback (Eds.), Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools (pp. 245-266), Baltimore MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation In this chapter, Mills and Hull describe the leadership role that a state education agency could play in education reform. While the specific structures and hierarchies within state departments of education vary, all departments are involved with the regulation of state aid, student assessment, administration of federal programs, and teacher credential determination. Three underlying assumptions identified by the authors are: build partnerships with constituents affiliated with the education of youth, expect resistance to the suggestion of change, and take care of the basics first. Strategies are outlined that can help to create and sustain a reform agenda.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD, 21285-0624

  800/638-3775

  ISBN 1-55766-091-3 **Cost** $30.00

- **Neugebauer, B. (Ed.). (1992). Alike and different: Exploring our humanity with young children. Washington D.C.: National Association for the Education of Young Children.**

  Annotation This collection of user-friendly chapters is appropriate for family and early childhood staff striving to effectively meet the need of infants, toddlers, and preschoolers. Themes throughout the book include the following: acknowledging and celebrating differences, addressing stereotypes, and focusing on strengths, not just needs. Ethnic, racial, income, ability, and gender diversity issues are included. The final chapter includes "Reflecting Diversity- Books to Read with Young Children," as well as a resource list on diversity for adults.

  Source National Association for the Education of Young Children (NAEYC), 1509 16th St. NW, Washington, D.C. 20036-1142

  800/424-246 Fax
  202/328-1846

  ISBN 0-935989-52-8 **Cost** $8.00

New! **Sage, D. D., & Burrello, L. C. (1994). Leadership in educational reform: An administrators guide to change in special education. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

Annotation This book takes the reader from policy to practice. This text is a tool with recommendations for building, directing, and funding an educational system that encourages the full participation of a diverse population of students.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD, 21285-0624

800/638-3775

ISBN 1-55766-149-9 **Cost** $32.00

- **Sarason, S. B. (1990). The predictable failure of educational reform: Can we change course before it's too late? San Francisco, CA: Jossey-Bass Inc.**

Annotation This book provides a frank discussion which addresses the question, "Is school reform doomed to fail?" In addressing this question the author discusses the recurring obstacles to educational reform and gives suggestions for overcoming the obstacles and making reforms that will produce significant results.

Source Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104

415/433-1767

ISBN 1-55542-269-1 **Cost** $23.95

- **Senge, P. (1990). The fifth discipline. New York, NY: Doubleday.**

Annotation In this book the author examines learning organizations and provides strategies to begin systems change. Useful for groups who want to dialogue before beginning holistic change efforts. The five learning disciplines are: Personal Mastery, Mental Models, Shared Vision, Team Learning, and Systems Thinking.

Source Doubleday/Currency, 666 Fifth Avenue, New York, NY 10103

ISBN 0-385-26094-6 **Cost** $25.00 USA $30.00 Canada

New! **Senge, P., Roberts, C., Ross, R. B., Smith, B. J., & Kleiner, A. (1994). The fifth discipline fieldbook. New York, NY: Doubleday.**

Annotation Like the previous book, The Fifth Discipline, this "fieldbook" describes strategies for implementing and communicating about learning-organization principles and methods. This book is for people who want to learn more about creating a learning organization. There are activities presented for each of the five learning disciplines: Personal Mastery, Mental Models, Shared Vision, Team Learning, and Systems Thinking.

Source Bantam Doubleday Dell Publishing Group, Inc.,1540 Broadway, New York, NY 10036

ISBN 0-385-47256-0 **Cost** $29.95

- **Skrtic, T. M. (1991). Students with special educational needs: Artifacts of the traditional curriculum. In M. Ainscow (Ed.), Effective schools for all (pp. 21-43), Baltimore MD: Paul H. Brookes Publication Co. Inc.**

  Annotation In this chapter both general and special education reform movements are focusing on the same outcomes; i.e. excellence and an individualized educational approach for all. Major alterations in school structures is only one variable for consideration. Additional variables which contribute to merging systems are: collaborative teaming, mutual adjustments, drive for excellence, and equity for all students.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland, 21285-0624

  800/638-3775

  ISBN 1557661644 **Cost** $30.00

- **Skrtic, T. M. (1991). Behind special education: A critical analysis of professional culture and school organization. Denver, CO: Love Publishing Company.**

  Annotation This book provides a critical analysis of the nature of disability, special education, school organization, and reform progress. Special education and school reform over the past 30 years are discussed. A proposal for reform which merges the goals of general and special education is described.

  Source Love Publishing Company, 1777 South Bellaire Street, Denver, Colorado 80222

  303/757-2579

  ISBN 0-89108-217-4 **Cost** $29.95

- **Stainback, S., Stainback, W., & Forest, M. (1989). Educating all students in the mainstream of regular education. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation An explanation of the merger of special and general education and approaches for educating all children in the mainstream. Section topics include an overview, educational equality in practice, strategies to promote merger, educational practices to meet diverse student needs, and family and community support.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland, 21285-0624

  800/638-3775

  ISBN 1557660220 **Cost** $35.00

- **Stainback, W., & Stainback, S. (Eds.). (1992). Controversial issues confronting special education. Des Moines, IA: Allyn and Bacon.**

  Annotation This book discusses a variety of current critical issues facing education in general, and special education particularly. Diverse perspectives on topics such as full inclusion, schools as inclusive communities, labeling, assessment, instructional strategies, classroom management, collaboration/consultation, and higher education are presented.

  Source Longwood Division, Allyn & Bacon Order Processing Department, P.O. Box 11073, Des Moines, IA. 50381-1073

  800/848-440 ext. 92

  ISBN 0-205-13208-1 **Cost** $45.00

- **The Roeher Institute. (1991). Changing Canadian schools: Perspectives on disability and inclusion. North York, Ontario: The Roeher Institute.**

  Annotation A thorough documentation of the movement in Canada to include students with disabilities in general education classrooms in neighborhood schools. Legal imperatives, policy implications, roles and innovative practices are explored.

  Source The Roeher Institute, Kinsman Building, York University, 4700 Keele Street, North York, Ontario M3J 1P3

  416/661-9611
  Fax 416/661-5701

  ISBN 1-895070-00-7 **Cost** $24.00

- **Villa, R. A., Thousand, J. S., Stainback, W., & Stainback, S. (1992). Restructuring for caring and effective education: An administrative guide to creating heterogeneous schools. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation Identification of strategies for planning, implementing, and evaluating a restructured school that can respond to the unique needs of any student. Includes a discussion of the rationale for change, methods for achieving change, and case studies depicting schools that have successfully restructured.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland, 21285-0624

  800/638-3775

  ISBN 1557660913 **Cost** $30.00

- **Ysseldyke, J. E., Algozzine, B., & Thurlow, M. (1992). Critical issues in special education. Burlington, MA: Houghton Mifflin Company.**

Annotation A discussion of a variety of issues in special education. Of note are chapters on school reform and special education, assessment, instruction, and school outcomes as related to special education.

Source Houghton Mifflin Company, Wayside Road, Burlington, MA 01803

800/323-5663

ISBN 0-395-596-947 **Cost** $29.60

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

- **Autin, D., Dentzer, E., & McNutt, B. (1992). Segregated and second rate: "Special" education in New York. Long Island City, NY: Advocates for Children of New York, Inc.**

Annotation A discussion of the current, primarily segregated, special education system in New York and recommendations for change toward the development of inclusive schools. The following topics are discussed: special education placement and racial segregation, benefits of inclusion, models of inclusive education, and recommendations.

Source Advocates for Children of New York, Inc., 24-16 Bridge Plaza South, Long Island City, NY 11101

718/729-8866 **Cost** $12.50 $2.50 Shipping and Handling

- **Blackman, H. P., & Eber, L. (Eds.) (1990). A look at the Regular Education Initiative and inclusive schooling in the LADSE school districts. LaGrange, IL: LaGrange Area Department of Special Education.**

Annotation Articles summarize what educators in Lagrange have learned in building inclusive programs, their "biggest surprise" as they have worked toward inclusion, and highlights of some success stories in the schools served by this special education department.

Source LaGrange Area Department of Special Education, 1301 West Cossitt Avenue, LaGrange, IL 60525

708/354-5730 **Cost** $.50

New! **Burrello, L. C., & Wright, P. T. (Eds.). (1994). Practices for Inclusive Schools, Spring 1994.Bloomington, IN: Indiana University, Smith Research Center.**

Annotation Schools that merge and share their financial and human resources are able to practice inclusion in an efficient and effective manner. This newsletter issue describes schools approaches to combining these resources and highlights both the strengths and weaknesses inherent in this practice.

Source National Academy CASE, Indiana University, Smith Research Center-103A, 2805 East 10th Street, Bloomington, IN 47405

812/855-5090
Fax 812/855-8545

Cost $79.95 Annual subscription published quarterly
$25.00 Single Copy

New! Council for Exceptional Children. (1994). Creating schools for all our students: What 12 schools have to say. Reston, VA: Council for Exceptional Children.

Annotation A product of the Working Forum on Inclusive Schools provides an inside look at how 12 schools from different communities are making the inclusive concept work. School-based teams composed of teachers, principals, parents, classroom aides, support services personnel, other administrators, school board members, union and association representatives came together at a working forum in March 1994 to explore what is being done at the elementary, middle, and secondary levels. The Working Forum was sponsored by 10 national associations.

Source Council for Exceptional Children., 1920 Association Dr., Reston, VA 22091-1589

800/232-7323 **Cost** $18.50
703/620-3660
Fax 703/264-9494

New! Craig, S., & Haggart, A.G. (1994). How to set up and run inclusive extended year programing. Hampton, NH: AGH Associates, Inc.

Annotation Traditionally those children who require extended year programming have been involved in summer school programs for children with disabilities. This step-by step guide for administrators shows how to create inclusive summer programming, or collaborate with existing typical summer programs so that they are fully inclusive.

Source AGH Associates, Inc., Box 130, Hampton, NH 03843

603-926-1316 **Cost** $18.00 Shipping & Handling
Fax 603-926-3689

• **Davern, L., Ford, A., Erwin, E., Schnorr, R., & Rogan, P. (1993). Working toward inclusive schools: Guidelines for developing a building-based process to create change. Syracuse, NY: Syracuse University, Center on Human Policy.**

Annotation As the benefits of inclusive schooling become clear, a growing number of students are realizing full membership in their schools. Yet many of these efforts seem fragile. This may occur because the school as a whole has not embraced the goal of inclusion-has not created an ethic of inclusion. Inherent in creating an ethic of inclusion is the beginning of a school-wide dialogue on why inclusion is important, and what steps need to be taken to make progress. If this can be done, the likelihood of a smooth transition for both adults and students is greater. These guidelines describe a committee process which was used at eight schools to further inclusion. Committees with a cross section of staff as well as parents participation convene to plan how the school will move forward.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $ 6.25

- **Karasoff, P., Alwell, M., & Halvorsen, A. (1992). Systems change: A review of effective practices. San Francisco, CA: San Francisco State University, California Research Institute.**

  Annotation Described are essential aspects of successful systems change initiative. Topics include: 1) facilitating locally owned change, 2) increasing awareness and knowledge of best practice, 3) supporting implementation efforts, 4) promoting collaboration efforts, and 5) evaluating change.

  Source San Francisco State University, 14 Tapia Drive, San Francisco, CA 94132

  415/388-7847 **Cost** $5.00
  425/388-7848

- **Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems. New York, NY: Bank Street College of Education.**

  Annotation An examination of educational and life outcomes for children identified by schools as having serious behavioral or emotional disabilities. Glimpses of the daily lives of some of these students are provided through data collected from site visits around the country. Numerous examples of responsive and collaborative programs serving troubled students in general and special education are described. Policy issues related to service delivery for this group of students and their families and recommendations for effective local and state change strategies are included.

  Source Citizens' Committee for Children of New York, Inc., 105 East 22nd Street, New York, NY 10010

  Cost $17.50 Must be prepaid

- **McLaughlin, M. J., & Warren, S.H. (1992). Issues and options in restructuring schools and special education programs. Reston, VA: Council for Exceptional Children.**

  Annotation Five tasks are outlined as vital in providing a framework for restructuring schools that wish to pursue options in the delivery of special education services. These tasks include: 1) develop a clear vision and mission for all students, 2) establish a system of accountability for all educational programs, 3) create an organization that supports the mission of restructuring, 4) change what schools teach and how they teach, and 5) create supports for staff development and staff renewal.

  Source Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589

  800/232-7323 **Cost** $10.00
  703/620-3660
  Fax 703/264-9494
  TDD 703/264-9446

- **Montie, J., Vandercook, T., York, J., Flower, D., Johnson, S., & Macdonald, C. (1992). Inclusion practices priorities instrument. Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

  Annotation An instrument designed to assist individuals or teams to review best practice indicators regarding the development of inclusive school communities and establish priority targets for improvement. The tool addresses three areas: school community issues, team issues, and classroom issues.

  Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $2.00. Please call for ordering information.

- **National Association of State Boards of Education (NASBE). (1992). Winners all: A call for inclusive schools. Alexandria, VA: National Association of State Boards of Education (NASBE).**

  Annotation This report of NASBE's study group on special education presents a vision of a single education system that includes all children. The role of the state board in an inclusive system is discussed. Specific recommendations for personnel development and for financing are also provided.

  Source The National Association of State Boards of Education, 1012 Cameron Street, Alexandria, VA 22314

  703/684-4000 **Cost** $10.00 prepaid

- **Pearpoint, J., O'Brien, J., & Forest, M. (1993). PATH: Planning Alternative Tomorrows with Hope, a workbook for planning better futures. Toronto, Ontario: Center for Integrated Education and Community.**

  Annotation This booklet describes an eight-step format for problem solving and planning for change. The steps include: developing a vision, identifying the goal, looking at what is currently happening, enrolling people resources, building on strengths, action planning, and long range, short range, and immediate steps to be taken.

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada, M6H 2S5

  416/658-5363 **Cost** $12.00

- **Sailor, W., Kelly, D., & Karasoff, P. (1992). Restructuring education in the 90s. San Francisco, CA: San Francisco State University, California Research Institute.**

  Annotation This manual contains the article "Special Education in the Restructured School" as well as listing organizations, and schools involved in restructuring nationally.

  Source San Francisco State University, 14 Tapia Drive, San Francisco, CA 94132

  415/388-7847 **Cost** $5.00
  415/388-7848

- **Simon, M., Karasoff, P., & Smith, A. (1992). Effective practices for inclusive programs: A technical assistance planning guide. San Francisco, CA: San Francisco State University, California Research Institute.**

Annotation This manual describes planned educational change which focuses on local ownership. Included is a literature review on best practices for inclusive schools; and for state, district, and building level planning.

Source San Francisco State University, 14 Tapia Drive, San Francisco, CA 94132

415/388-7847 **Cost** $5.00
415/388-7848

New! **Tashie, C., Shapiro-Barnard, S., Schuh, M., Jorgenson, C. M., Dillon, A. D., & Nisbet, J. (1994). From special to regular, from ordinary to extraordinary. Concord, NH: University of New Hampshire, Institute on Disability.**

Annotation This book provides the reader with an understanding of the benefits of inclusive education. Achieving systems change, moving into the regular education classroom, making inclusion work, modifying curriculum, providing student support and expanding classroom and school routines are topics discussed.

Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

603/862-4320 **Cost** $7.00
TDD 603/862-4320
Fax 603/862-0034

- **Vandercook, T., York, J., MacDonald, C., & Gaylord, V., (Eds.). (1991). IMPACT Fall: Feature issue on inclusive education (K-12th grade). Minneapolis, MN: University of Minnesota, Institute on Community Integration.**

Annotation A compilation of articles related to inclusive education addressing the following topics: educational reform and restructuring, change issues, individual student strategies, collaborative teamwork, research, and curricular resources.

Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

612/624-4512 **Cost** $2.00 Please call for ordering information.

COLLABORATIVE TEAMWORK

JOURNAL ARTICLES

- **Blackman, H. P. (1993). An administrative perspective. Exceptional Parent, 23 (7), 22-24.**

  Annotation A district level administrator and advocate for inclusive schooling, Blackman discusses several issues that frequently surface during initial dialogues about inclusive school communities. He also describes the benefits for students with and without disabilities during their public school years and beyond.

New! **Ferguson, D.L. (1994). Magic for teacher work groups: Tricks for colleague communication. Teaching Exceptional Children 27 (1), 42-47.**

Annotation Describes teacher work groups and how they can operate to support teachers' collaborative change efforts. The article outlines three keys to successful group functioning: (1) be positive, (2) be fair, and (3) keep the point in focus and provides "tricks" for maintaining these three parameters.

- **Ferguson, D. L., Meyer, G., Jeanchild, L., Juniper, L., & Zingo, J. (1992). Figuring out what to do with the grownups: How teachers make inclusion "work" for students with disabilities. Journal of the Association for Persons with Severe Handicaps, 17 (4), 218-226.**

  Annotation Using the example of a high school drama class, three outcomes of inclusion for students with and without disabilities are discussed. It shows that with teaching support, prosthetic support, and interpretive support inclusion can be a positive learning experience for all students.

- **Forest, M., & Pearpoint, J. C. (1992). Putting all kids on the MAP. Educational Leadership, 50 (2), 26-31.**

  Annotation A discussion of MAPS (Making Action Plans) a collaborative process that creates action plans for a child with disabilities who is a member of a general education classroom. The team includes the child and the important people in his or her life, including at least family, friends, and school staff. The process reduces self-imposed barriers and helps the team identify what the child needs in order to participate fully in his/her school and community.

- **Fowler, S. A., Schwartz, I., & Atwater, J. (1991). Perspectives on the transition from preschool to kindergarten for children with disabilities and their families. Exceptional Children, 58 (2), 136-145.**

  Annotation A discussion of the transition process from preschool programs which provide special education services to kindergarten or alternative elementary placements. The article addresses the role that child, family, and service providers play in the transition. Strategies which include: accurate assessment of student skills by the service providers, teaching new skills, and strong encouragement of parent participation in plans and programs are presented. The challenges of lack of time and funding are cited, with no apparent solution provided.

- **Friend, M., & Cook, L. (1992). The new mainstreaming. Instructor, 101 (7), 30-32, 34,36.**

  Annotation A discussion of co-teaching, where special and general education teachers partner together to teach all children, with and without disabilities, within the general education classroom. Included is an interview with a pair of teachers who have been co-teaching for two years and a list of tips for successful co-teaching.

- **Friend, M., & Cook, L. (1990). Collaboration as a predictor for success in school reform. Journal of Educational and Psychological Consultation, 1 (1), 69-86.**

  Annotation A discussion of the role of collaboration among educators as a means of effecting school reform on a systems, building, and classroom level.

New! **Fuchs, D., Fernstrom, P., Scott, S., Fuchs, L., & Vandermeer, L. (1994). A process for mainstreaming: Classroom ecological inventory. Teaching Exceptional Children, 26 (4), 11-15.**

Annotation A method for reintegrating students from a special education resource setting to a general classroom setting is described. The article includes documentation problem solving forms. The steps are: classroom observation, teacher interview, comparison of the classrooms, and planning to resolve discrepancies.

- **Giangreco, M. F. (1990). Making related service decisions for students with severe disabilities: Roles, criteria, and authority. Journal of the Association for Persons with Severe Handicaps, 15 (1), 22-31.**

  Annotation Parents, special education teachers, occupational and physical therapists, and communication specialists were surveyed to determine similarities and differences regarding the perceived roles of related service professionals, the criteria used to make related service decisions, and the authority for making decisions among team members serving students with severe disabilities. Implications for teams facilitating the inclusion of students with severe disabilities in general education classes are discussed.

- **Giangreco, M. F., Edelman, S., & Dennis, R. (1991). Common professional practices that interfere with the integrated delivery of related services. Remedial and Special Education, 12 (2), 16-24.**

  Annotation Results and discussion of a survey of parents, educators, and related service providers concerning barriers to integrated delivery of related services. Results suggest that barriers are real and that a high proportion of professionals operate in an independent, discipline-referenced manner whereby decisions are made in isolation thus reducing the possibility that services will be educationally relevant. Implications for changes in service delivery practice are included.

- **Gilchrist, R. (1990). Effective schools: Three case studies. National Education Service, 17-45, 135-143.**

  Annotation The author, Robert Gilchrist, visits three schools that were selected as "schools of excellence". He observed a common goal for student success among the staff, the administration, the parents and the community. Sufficient time was allocated for staff development, team meetings, curriculum development, and overall communications. It was very evident that the principal provided the necessary leadership while maintaining the respect of the staff. The last chapter of this book describes "Seven Common Characteristics of Good Schools and How to Attain Them."

- **Hock, M., Hasazi, B. S., & Patten, A. (1990). Collaboration learning: Strategies for program success. Music Education Journal, 76 (8), 44-48.**

  Annotation Music educators have long played a vital role in special education. Before mainstreaming came into the public conscience, music teachers were among the few educators who had contact with both special education and general education students. This article details the involvement music educators have had with special education students and how they have helped facilitate collaboration between special educators and general educators.

- **Johnson, L. J., Pugach, M. C., & Devlin, S. (1990). Professional collaboration. Teaching Exceptional Children, 22 (2), 9-11.**

  Annotation An overview of the growing necessity for collaboration between special and general educators, in the face of the increasing diversity of children in our schools.

New! **Johnston, D., Proctor, W., & Corey, S. (1995). Not a way out: A way in. Educational Leadership, 52 (4), 46-49.**

Annotation Satisfied parents, students and teachers know that with the Team Approach to Mastery (TAM), inclusion isn't a dream or a fad. This system is supported by nearly 20 years of research and development.

New! **Jones, M. M., & Carlier, L. (1995). Creating inclusionary opportunities for learners with multiple disabilities: A team-teaching approach. Teaching Exceptional Children, 27, (3), 23-27.**

Annotation This article discusses the possibilities for and benefits of including students with multiple disabilities in the general classroom via team teaching and the use of cooperative learning activities in a combined "6th grade" classroom. The authors begin planning in the fall through informal brainstorming of ideas for lessons, scheduling and teaching techniques and become more formalized with the development of program goals, learner objectives as well as evaluation and remediation procedures. The major outcomes of the study were: diminishing the concerns of teachers such as time being taken away from other learners and learner/teacher ratio being too high and observable gains in sixth graders without disabilities in the improvement of their confidence and ability.

- **Lehr, D. H., & McDaid, P. (1993). Opening the door further: integrating students with complex health care needs. Focus on Exceptional Children, 25 (6), 1-7.**

Annotation A discussion of the inclusion of children who are medically fragile or have significant health care needs (e.g., oxygen, tube feeding, suctioning, ventilation, and catheterization) within school settings. The need for team planning and coordination and methods of meeting educational needs of such students within general education classrooms are discussed.

- **Nevin, A., Thousand, J. S., Paolucci-Whitcomb, P., & Villa, R. A. (1990). Collaborative consultation empowering public school personnel to provide heterogeneous schooling for all - or Who Rang That Bell? Journal of Educational and Psychological Consultation, 1 (1), 41-67.**

Annotation A review of exemplary practices related to systems that are effective in limiting special education referrals by strengthening general education. Collaborative consultation is described as an emerging organizational and instructional practice which enables educators to meet the diverse needs of the school population within heterogeneous classrooms.

- **Raywid, M. A. (1993). Finding time for collaboration. Educational Leadership, 51 (1), 30-34.**

Annotation Collaborative work, discussion, and joint planning are necessary to schools. Common perceptions of teacher's productive time focus on direct contact time with students. Successful school's however, are distinguishable from unsuccessful ones by the frequency and extent that teachers collaborate. Good schools must also be self-renewing systems or learning organizations. Making or finding time to collaborate is a key issue to successful school change. Many schools throughout the country are experimenting with creative ways to find this time for shared reflection. This article looks at innovative ways schools across the country are finding interaction time: freeing up existing time, restructuring time, using time better, or purchasing time. It also provides suggestions for the allocation and scheduling of time so that the experience will be worthwhile.

BOOKS AND CHAPTERS

- **Dettmer, P., Thurston, L. P., & Dyck, N. (1993). Consultation, collaboration, and teamwork for students with special needs. Des Moines, IA: Allyn and Bacon.**

  Annotation A discussion of the role of consultation, collaboration, and teamwork in effectively educating and supporting all students in the school community. Section topics include context, (which describes school consultation and collaboration and presents approaches, models for implementing collaboration and consultation, and the constructive use of individual differences among adults), process (which describes skills and problem-solving tools that are needed for effective collaboration and consultation), and content (which contains recommendations for facilitating learning for students through collaboration and consultation).

  Source Longwood Division, Allyn & Bacon Order Processing Department, P.O. Box 11073, Des Moines, IA. 50381-1073

  800/848-4400 ext. 92

  ISBN 0-205-13930-2 **Cost** $46.00

New! **Dover, W. (1994). The inclusion facilitator. Manhattan, KA: The MASTER Teacher, Inc.**

  Annotation This manual is a collection of forms and activities to encourage collaboration in student educational planning and placement, allowing students with special needs and all students to receive appropriate education in the general classroom. There are also four training videos available ($129.00 each) to accompany the manual.

  Source The MASTER Teacher, Inc., Leadership Lane, P.O. Box 1207, Manhattan, KA 66502-0038

  800/669-9633
  Fax 913/539-7739

  ISBN 0-914607-35-9 **Cost** $49.95 Shipping /handling

- **Dunn, W. (1991). Integrated related services. In L. Meyer, C. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities (pp. 353-377), Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation This chapter is a review of models of related services provision, recent research on related services, intervention strategies in specific domains, and implications for changes in practices and policies for related services provision.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland, 21285-0624

  800/638-3775

  ISBN 1-55766-048-4 **Cost** $87.00

• **Friend, M., & Cook, L. (1992). Interactions: Collaboration skills for school professionals. Reading, MA: Longman Publishing Group.**

Annotation This book presents information on the development and use of skills needed for effective professional collaboration, co-teaching, including team meetings, and ongoing communication and problem-solving with parents and colleagues. Activities and related readings are included in each chapter.

Source Longman Inc., c/o Addison Wesley, Jacob Way, Reading, MA 01867

800/447-2226

ISBN 0-8013029-78 **Cost** $25.82

New! **Lowell-York, J., Kronberg, R. M., & Doyle M. B. (1995). Module 4–Collaboration: Redefining roles, practices, and structures. Baltimore, MD: Paul H. Brookes.**

Annotation To help school meet the needs of an increasingly diverse student population, Module 4 addresses changing roles of general educators, special educators, and related services personnel in inclusive settings. It includes strategies for allocating team members' time together in classrooms and skills for effective functioning. Included in the facilitator guide's purchase is a 20-minute video, "Educators' Perspectives on Changing Roles," in which three educators candidly discuss their own school's experiences with the day-to-day realities of adopting an inclusion program.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

899/638-3775
Fax 410/337-8539

ISBN 1-55766-213-4 **Cost** $59.00 Facilitator guide and video
$25.00 Three participant guides

New! **Lowell-York, J., Kronberg, R. M., & Doyle M. B. (1995). Module 5–Collaboration: Providing support in the classroom. Baltimore, MD: Paul H. Brookes.**

Annotation How can you maintain a classroom environment that recognizes the talents and need of students both with and without disabilities? This module teaches ways to identify appropriate instructional supports for students success and promote effective communication among team members who work together in classrooms, including general educators, special educators, and program assistance.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

899/638-3775
Fax 410/337-8539

ISBN 1-55766-215-0 **Cost** $31.00 Facilitator guide
$21.00 Three participant guides

- **Maeroff, G.I. (1993). Team building for school change: Equipping teachers for new roles. Colchester, VT: Teachers College Press.**

  Annotation A discussion of team-building as a method to help teachers improve as professionals equipping them to bring about changes on behalf of students. Chapters focus on setting a climate for team building, selecting teams, bonding and growing as a team, the principal's role on the team, making time for teams, obstacles to teams, and team building in the long run.

  Source Teachers College Press, P.O. Box 2032, Colchester, VT 05449

  800/445-6638

  ISBN 0-8077-3267-2 **Cost** $36.00 HB $16.95 PB

- **Putnam, J. K. (Ed.). (1993). Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom. Baltimore MD: Paul H. Brookes Publication Co. Inc.**

  Annotation A discussion and description of using cooperative learning to meet the needs of diverse learners in inclusive classrooms. It focuses on how all children can learn together through the implementation of cooperative learning strategies. Chapters discuss background information on inclusive education, the process of cooperative learning, adaptations for students with disabilities, the role of the special educator, cooperative classroom management, cooperative learning with preschool children, cultural diversity, and innovative classroom programs for inclusion.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland, 21285-0624

  800/638-3775

  ISBN 1-55766-134-0 **Cost** $20.00

- **Rainforth, B., York, J., & MacDonald, C. (1992). Collaborative teams for students with severe disabilities: Integrating therapy and educational services. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation Presents collaborative teamwork strategies and curricular and instructional strategies to support the learning of students with severe disabilities in general education, classroom, general school community and the at-large community. Case studies of an elementary and a secondary student are used to illustrate the strategies presented. The integration of related services into educational programming is emphasized and illustrated throughout. Many tables, figures, and sample formats for organizing student programs and team operations are presented.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-088-3 **Cost** $29.00

- **Scholtes, P. R. (1988). The team handbook: How to use teams to improve quality. Madison, WI: Joiner Associates Inc.**

Annotation This manual discusses continuous quality improvement using teams as the primary vehicle for change. The manual focuses on team formation and development and at the same time teaching strategies, tools, and techniques for successful quality improvement team projects. The handbook is targeted for people involved in project teams, specifically team leaders, managers, supervisors, and other advisory or active team participants.

Source Joiner Associates, Inc., 3800 Regent Street, P.O. Box 5445, Madison, WI 53705-0445

800/669-8326
608/238-8134
Fax 608/238-2908

ISBN 0-9622264-0-8 **Cost** $39.00

New! **Thousand, J., Villa R., & Nevin, A. (Eds.). (1994). Creativity and collaborative learning: A practical guide to empowering students and teachers. Baltimore MD: Paul H. Brookes Publishing Co. Inc.**

Annotation Essays written by internationally recognized educational experts on cooperative learning provide research-based teaching strategies, lesson plans, case studies, and instructional materials for use in meeting students' educational and psychological needs.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, Maryland, 21285-0624

800/638-3775

ISBN 1-55766-159-8 **Cost** $35.00

- **Zins, J., Curtis, M., Graden, J., & Ponti, C. (1988). Helping students succeed in the regular classroom: A guide for developing intervention assistance programs. San Francisco, CA: Jossey-Bass Inc.**

Annotation A discussion of the development of intervention assistance programs that support students with disabilities in general education classes. Section topics include meeting students' special needs in the general education classroom, and developing and implementing programs to help teachers solve content problems in the classroom.

Source Jossey-Bass Publishers, 350 Sansome, San Francisco, CA 94104

415/433-1767

ISBN 1-55542-096-6 **Cost** $24.95

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

- **AGH Associates, Inc. (1992). Supporting children in the regular education classroom: A handbook for integrating aides. Hampton, NH: AGH Associates.**

  Annotation An easy-to-read reference for those who are responsible for integrating children into the general education setting. Particular emphasis is placed on including those with severe needs.

  Source AGH Associates, Inc., Box 130, Hampton, NH 03843

  603-926-3689 **Cost** $30.00 + shipping and handling
  Fax 603-926-3689

- **Black, J., Meyer, L. H., D'Aquanni, M., & Giugno, M. (1993). Technical assistance forms and procedures for systems change. Syracuse, NY : Syracuse University, New York State Partnership for State-Wide Systems Change Project.**

  Annotation This packet of forms, guidelines, and suggestions is used by systems change project consultants and facilitators in working with inclusive education task forces and teams within local school districts. The packet includes sample technical assistance agreements forms, guidelines, and forms for conducting needs assessments, designing action plans, and conducting task force meetings.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $3.00

New! **Craig, S., & Haggart, A.G. (1994). Integrated therapies. Hampton, NH : AGH Associates, Inc.**

Annotation This guide for occupational therapists, physical therapists, and speech pathologists lays out a plan for moving from the traditional pull-out model of direct services to an integrated therapy approach.

Source AGH Associates, Inc. Box 130, Hampton, NH 03843

603-926-1316 **Cost** $30.00 + shipping & handling
Fax 603-926-3689

- **Davern, L., Ford, A., Marusa, J., & Schnorr, R. F. (1992). How are we doing?: A review process for evaluating teams which are working in inclusive settings. Syracuse, NY: Syracuse University, The Inclusive Education Project.**

  Annotation A review process for teams to use to discuss the question, "How are we doing as a team?" The process can be used several times each year, and can result in constructive discussion about what's working and what needs improvement.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $2.75

- **Davern, L., Marusa, J., & Quick, D., (Eds.). (1991). Building "community" in classrooms and schools: A collection of ideas for elementary schools. Syracuse, NY: Syracuse University, The Inclusive Education Project.**

Annotation A booklet of ideas for school staff to foster an appreciation of diversity, a sense of community among staff and students, and recognition and affirmation of cooperation. Focuses particularly on the ways in which feelings of self-worth, responsibility, and cooperation can be recognized and affirmed.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $3.50

New! **Hamilton, R., Welkowitz, J., De Oliva Mandeville, S., Rure, J., & Fox, T. (1995). Prevention, teaching, and responding: A planning process for supporting students with emotional and behavioral difficulties in regular education. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

Annotation This manual describes a team planning process for supporting students with emotional and behavioral difficulties within regular education environments. Included are sample forms for completing the planning process.

Source The Homecoming Project, Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

802/656-4031 **Cost** $10.00

- **Institute on Community Integration. (1990). Collaborative teamwork: Working together for full inclusion (brochure). Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

Annotation A discussion of the structure of collaborative teams and how they work in supporting the inclusion of all children in their home school communities. A collaborative teamwork checklist is included for use by teams to highlight areas of team functioning that could be addressed.

Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive S.E., Minneapolis, MN 55455

612/624-4512. **Cost** $ .75 Please call for ordering information.

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- **Levy Middle School Inclusive Education Committee. (1991). Building "community" in the middle school classrooms: A collection of ideas and activities. Syracuse, NY: Syracuse University, Inclusive Education Project.**

  Annotation A booklet of ideas of how school staff can foster an appreciation of diversity and sense of community among staff and students and where cooperation can be recognized and affirmed. Focuses particularly on the ways in which feelings of self-worth, responsibility, and cooperation can be recognized and affirmed.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $3.50

- **Lincoln Middle School. (1991). Together each achieves more: Steps toward inclusive education for students with special needs at Lincoln Middle School. Syracuse, NY: Syracuse University, Inclusive Education Project.**

  Annotation This report discusses the limitations of a school's current separate special and regular education systems. Steps to move toward a more inclusive educational structure are proposed. Information is organized to facilitate the selection and implementation of goals which support inclusion at the team level, as part of the school improvement process.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $2.75

- **Ottlinger, K., & Kohlhepp, P. (1992). Collaborative teaming for inclusion-oriented schools: a resource manual. Girard, KS: Kansas Department of Education.**

  Annotation The essence of collaborative teaming is bring the diverse resources of school together to "pull" in the same direction. The specific focus of this resource manual is the development and enhancement of student program planning teams in inclusion-oriented schools.

  Source Southeast Kansas Education Service Center, P.O. Box 189, Girard, KS 66743

  316/724-6281 **Cost** Manual is free while supplies last,
  Fax 316/724-6284 accompanying video tape available to copy.

- **Thousand, J. S., Fox, T. J.. Reid, R., Godek, J., Williams, W., & Fox, W. L. (1986). The Homecoming model: Educating students who present intensive educational challenges within regular education environments. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

Annotation A guide for establishing shared responsibility among general and special educators, administrators, and parents using a cooperative teaming process in the education of students who present intensive educational challenges. It emphasizes interdisciplinary team planning for transitioning students with disabilities into local general education programs.

Source Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

802/656-4031 **Cost** $4.00

- **Together We're Better. Learning Together. . . Integrated Schools Today. . . Inclusive Communities Tomorrow (poster). Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

Annotation This is the caption for a 17" x 22" vibrant color poster which depicts children learning together in a variety of school and community settings.

Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

612/624-4512 **Cost** $2.50 each $10.00 per five
Please call for ordering information.

- **Topper, K., Williams, W., Leo, K., Hamilton, R., & Fox, T. (1993). A positive approach to understanding and addressing challenging behavior: Supporting educators and families to include students with emotional and behavioral difficulties in regular classrooms. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

Annotation This manual uses a case study format to describe a team process for developing strengths based, proactive support plans for students with emotional and behavioral challenges in general education settings.

Source Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

802/656-4031 **Cost** $10.00

CURRICULUM AND INSTRUCTION

JOURNAL ARTICLES

New! **Baines, L., Baines, C., & Masterson, C. (1994). Mainstreaming: One school's reality. Phi Delta Kappan, 76 (1), 39-40, 57-64.**

Annotation Coats Middle School teachers were observed and surveyed during the 93-94 school year. This article reports the struggles and "real life" demands of inclusion in a secondary setting.

New! **Barry A. L. (1995). Easing into inclusion classrooms. Educational Leadership, 52 (4), 4-6.**

Annotation Experience with eighth grade classes taught two middle school teachers in Madison, Wisconsin, the value of "pull-ins" for all students. The article describes the first steps of integrating students with mild academic and behavioral learning into a social studies class. The integration process was effective when the special education teacher worked side by side with the social studies teacher.

• **Blackbourn, V., & Blackbourn, J. M. (1993). An adolescent with moderate mental disabilities tutors a first-grade nondisabled student. Teaching Exceptional Children, 25(4), 56-57.**

Annotation In this study, a 14-year-old student with moderate intellectual disabilities was selected to tutor a seven-year-old first grader of average intelligence. Results demonstrated significant improvement in mathematics for the younger student, who became more responsive and accurate in math and more accurate in other subjects as well. The 14-year-old tutor also demonstrated increased accuracy and self-confidence in math and other subjects. Once the program was completed, the first-grade teacher asked for more tutors.

• **Bragman, R. (1991). Integrating technology into a student's IEP. Rural Special Education Quarterly, 8 (2), 34-38.**

Annotation A discussion of the use of technology to support the participation and learning of students with disabilities within integrated settings and to maximize their potential. Various types of technology are described and assessment and evaluation questions to consider when selecting technology are provided. A discussion of selecting appropriate devices and software for an individual; and a list of resources are also included.

- **Brown, F., & Lehr, D. (1993). Making activities meaningful for students with severe multiple disabilities. Teaching Exceptional Children, 25 (4), 12-16.**

  Annotation Two outcomes to consider in planning the education for students with disabilities are meaningfulness of the activity and the student's control in the environment. Meaningfulness is defined and explored. How much control should a student have over routine or the environment? A case study of one composite student with profound mental retardation was the example for this article. The need for meaningful participation and student control can be seen in this example. Alternative procedures are discussed as well as the outcomes of their implementation.

- **Brown, L., Schwarz, P., Udvari-Solner, A., Kampschroer, G. F., Johnson, F., Jorgensen, J., & Gruenewald, L. (1991). How much time should students with severe intellectual disabilities spend in regular education classes and elsewhere? Journal of the Association for Persons with Severe Handicaps, 16 (1), 39-47.**

  Annotation A rationale for educating students with severe disabilities primarily in general education classrooms, instruction also provided outside the class (e.g. in community site) when necessary. Criteria for consideration in or determining how much instruction should take place outside of regular classrooms are provided.

- **Bruininks, R. H., Thurlow, M. L., & Ysseldyke, J. E. (1992). Assessing the right outcomes: Prospects for improving education for youth with disabilities. Education and Training in Mental Retardation and Developmental Disabilities, 27 (2), 93-100.**

  Annotation A discussion of important issues, conceptual models, and research that seeks to identify and require educational outcomes that are important to achieving greater cultural assimilation and a validity of life for youth, children, and adults with disabilities. Five broad competence areas identified by the report are resources, interpersonal, information, systems, and technology.

- **Bunch, G. (1991). Full inclusion: Parent and educator objectives for students with challenging needs. Developmental Disabilities Bulletin, 19 (1), 80-102.**

  Annotation Describes a three-year study in which parents and teachers of children with severe disabilities were periodically interviewed about their goals and expectations for children included in general education classrooms. Over time, parents and teachers redefined their perceptions of academic, social, and community goals for students with disabilities. Initially, parent and educator's objectives were socially focused. As full inclusion proceeded, both groups included more shared academic objectives.

- **Calculator, S. N., & Jorgensen, C. M. (1991). Integrating AAC instruction into regular education settings: Expounding on best practices. AAC: Augmentative and Alternative Communication, 7 (3), 204-214.**

  Annotation A practical delineation of strategies related to alternative communication in general education classrooms and other environments.

- **Cassidy, J. W. (1990). Managing the mainstreamed classroom. Music Educators Journal, 76 (8), 40-43.**

  Annotation This article focuses on the inclusion of students with disabilities in music class. Planning and management strategies are explored from the classroom teacher's perspective. An overview of the role of the music educator in the IEP process is also presented.

- **Chandler, L. K. (1993). Steps in preparing for transition: Preschool to Kindergarten. Teaching Exceptional Children, 26 (4), 52-55.**

  Annotation A series of steps to help the sending and receiving teachers plan for transition, development, and implementation of child preparation activities is presented. These steps and activities are designed to be used during a child's final year in the sending program.

New! **Clark, G. M. (1994). Is a functional curriculum approach compatible with an inclusive education model? Teaching Exceptional Children, 26 (2), 36-53.**

  Annotation This "special focus" is a collection of brief articles that focus on the issue of identifying what is considered functional in inclusive education settings.

- **Downing, J., & Eichinger, J. (1990). Instructional strategies for learners with dual sensory impairments in integrated settings. Journal of the Association for Persons with Severe Handicaps, 15 (2), 98-105.**

  Annotation An argument for the inclusion of children with deafness and blindness in neighborhood schools and general education classrooms. A discussion is included of various strategies that can facilitate learning for these children in heterogeneous environments.

- **Englert, C. S., Tarrant, K. L., & Mariage, T. V. (1992). Defining and redefining instructional practice in special education: Perspectives on good teaching. Teacher Education and Special Education, 15 (2), 62-86.**

  Annotation Review of the general findings from the process-product (traditionally quantitative) literature on effective education. The authors suggest a conceptual framework for extending these findings to indicate more recent research that focuses the qualitative and constructivist aspects of teachers behavior and the relationship to higher order thinking and problem solving skills.

New! **Everington, C., & Stevenson, T. (1994). A giving experience: Using community service to promote community living skills and integration for individuals with severe disabilities. Teaching Exceptional Children, 26 (4), 56-59.**

Annotation This article describes one particular community service program for six high school students with severe disabilities. The description includes a list of program components, methods for implementation, and expected student outcomes.

New! **Faibisch, L. (1994). Dissent, disability, and inclusion. Harvard Graduate School of Education Alumni Bulletin, 38 (3), 12-14.**

Annotation This article shares insights on inclusion for children with disabilities, making the point that experiencing inclusion can only lead to a better educational system, providing for all children's needs, whether disabled or not. This article identifies many options available to the instructor which can be used to develop a successful inclusion program.

- **Forest, M., & Lusthaus, E. (1990). Everyone belongs with the MAPS Action Planning System. Teaching Exceptional Children, 22 (2), 32-35.**

  Annotation Presentation on the use of the MAPS Action Planning System for Carla, a student with severe disabilities. The MAPS questions include: What is Carla's history? What is your dream for Carla? What is your nightmare? Who is Carla? What are Carla's strengths? What are Carla's gifts and talents? What are Carla's needs? Responses to each of the seven MAPS questions made by the planning team at the neighborhood school where Carla attends seventh grade are included. Community members and friends (peers) are essential participants of the MAPS process.

- **Gamoran, A. (1992). Is ability grouping equitable? Educational Leadership, 50 (2), 10-17.**

  Annotation Gamoran discusses the issue of heterogeneous versus homogeneous grouping of students by considering the effects of such grouping on level of achievement (productivity) and distribution of achievement (inequality). Students in high-tracks tend to gain, while students in low-tracks fall behind. Gamoran suggests that the source of differential achievement may lie in how students were treated across both groups related to quality and content of instruction, as well as in teacher perceptions of students ability. Additional research is called for to determine the effects/non-effects of varied treatment.

- **Giangreco, M. (1993). Using creative problem solving methods to include students with severe disabilities in general education class activities. Journal of Educational and Psychological Consultation, 4 (2), 113-135.**

  Annotation Variations of the use of the Osborn-Parnes Creative Problem solving process are discussed related to curriculum overlapping.

- **Giangreco, M. F., Cloninger, C. J., Dennis, R., & Edelman, S. W. (1993). National expert validation of COACH: Congruence with exemplary practice and suggestions for improvement. Journal of the Association for Persons with Severe Handicaps, 18 (2), 109-120.**

  Annotation COACH (Choosing Options and Accommodations for Children) is an assessment and planning tool used to identify the content of a student's educational program for implementation in general education settings. This article covers the content and social validity of COACH. Two studies are detailed. Study I provides feedback from questions given to six expert groups in the field of multiple disabilities and deafness. Study II concerns parents perceptions of COACH, and its potential to influence selection of valued life outcomes. Both studies indicate that COACH is an effective assessment and planning tool.

New! **Giangreco, M. F., Dennis R. E., Edelman, S. W., & Cloninger, C. J. (1994). Dressing your IEPs for the general education climate: Analysis of IEP goals and objectives for students with multiple disabilities. Remedial and Special Education, 15 (5), 288-296.**

  Annotation The purpose of this document analysis was to describe the characteristics of IEPs for 46 students with deaf-blindness who transitioned into inclusive educational environments. The students were from nine different states. The ages of the students ranged from 4 to 21 years old. Most of the students had additional disabilities. Three major themes that highlight problematic characteristics of IEP's were identified: 1) the goals were broad, inconsistent and did not refer to the environment, 2) goals were statements of what staff would do, not student performance, and 3) goals were discipline referenced. The authors suggest alternative practices that are intended to improve the usefulness of the IEP process and product.

- **Gloeckler, L. C. (1991). Fostering integration through curriculum development. Teaching Exceptional Children, 23 (3), 52-53.**

  Annotation A description of a program for curriculum development that is adapted to meet the needs of all school children. An explanation of how the New York Office for Education of Children with Handicapping Conditions has been striving to develop a curriculum that is all inclusive is shared along with the process for an educational continuum curriculum that includes all children and integrates special education and regular education teachers.

New! **Groves-Sheppo, K., Hartsfield, S. J., Jones, C. A., & Holinga M. (1995). How an urban school promotes inclusion. Educational Leadership, 52 (4), 82-84.**

Annotation Lincoln School is an intermediate school in Springfield, Illinois. This article describes how a curriculum anchored in science and technology facilitates active learning for all students. The project is called LINCOLN (Living In the New Computer Oriented Learning Environment).

- **Hamre-Nietupski, S., Ayres, B., Nietupski, J., Savage, M., Mitchell, B., & Bramman, H. (1989). Enhancing integration of students with severe disabilities through curricular infusion: A general/special educator partnership. Education and Training in Mental Retardation and Developmental Disabilities, 24 (1), 78-88.**

  Annotation A description of the process of curricular infusion, which involves the inclusion of information about persons with disabilities in curricular areas such as social studies and science. Examples of infused activities and suggestions for implementing curricular infusion are included.

New! **Hamre-Nietupski, S., McDonald, J., & Nietupski, J. (1994). Enhancing participation of a student with multiple disabilities in regular education. Teaching Exceptional Children, 26 (3), 60-63.**

Annotation A case study that illustrates how one first grader with moderate to severe disabilities participated in an inclusive first grade.

- **Hamre-Nietupski, S., McDonald, J., & Nietupski, J. (1992). Integrating elementary students with multiple disabilities into supported regular classes: Challenges and solutions. Teaching Exceptional Children, 24 (3), 6-9.**

  Annotation A discussion of challenges and potential solutions related to the inclusion of students with multiple disabilities. Discussed are functional curriculum, community-based instruction, staff scheduling, and promoting social integration.

New! **Heron, E., & Jorgensen, C. M. (1995). Addressing learning differences right from the start. Educational Leadership, 52 (4), 56-58.**

Annotation Establishing the right of students with disabilities to be included in regular classrooms is one thing, but making it a profitable learning experience involves accommodating students' learning differences before beginning instruction. The author shares some specific ideas for use in a secondary interdisciplinary unit on the Civil War.

• **Hilton, A., & Liberty, K. (1992). The challenge of ensuring educational gains for students with severe disabilities who are placed in more integrated settings. Education and Training in Mental Retardation and Developmental Disabilities, 27 (2), 167-175.**

Annotation A discussion of a case study which demonstrates that merely placing students with severe disabilities in general education classrooms is not enough to ensure that true inclusion will take place. Methods which can be used to evaluate the success and quality of inclusion are included.

• **Hunt, P., & Farron-Davis, F. F. (1992). A preliminary investigation of IEP quality and content associated with placement in general education versus special education classes. Journal of the Association for Persons with Severe Disabilities, 17 (4), 247-253.**

Annotation A study comparing the IEP quality of 22 students while placed in segregated classrooms and after becoming members of general education classrooms. IEP quality was evaluated based on seven best-practice indicators and findings indicate that the quality of IEP objectives was better for students when they were full members of general education classrooms.

New! **Hunt, P., Staub, D., Alwell, M., & Goetz, L. (1994). Achievement by all students within the context of cooperative learning groups. Journal of the Association for Persons with Severe Handicaps, 19 (4), 290-301.**

Annotation Three elementary-aged students with multiple severe disabilities acquired basic communication and motor skills within cooperative learning activities conducted in their general education classrooms. With gradually fading assistance from the instructor, the members without disabilities of the cooperative learning groups provided cues, prompts, and consequences to promote the learning of the member with disabilities. The results showed that the three students with disabilities not only independently demonstrated targeted basic skills within cooperative academic activities, but also generalized those skills during follow-up sessions to activities with other members of a newly formed cooperative learning group. In addition, tests of achievement of targeted academic objectives by members without disabilities in their cooperative learning groups indicated that they performed as well as members of a control group within the classroom that did not include a child with severe disabilities and that members of both the target group and the control group significantly increased their knowledge in targeted academic areas.

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New! **Jorgensen, C. M. (1995). Essential questions – Inclusive answers. Educational Leadership, 52 (4), 52-55.**

Annotation At Amherst, New Hampshire's, Southegan High School, provocative questions that can be answered on many levels are at the heart of the inclusive, interdisciplinary curriculum. This high school uses three components in program planning: 1) collaborative planning time, 2) curriculum design characterized by planning backwards, and 3) essential questions or statements. Coaching students to challenge themselves is an essential strategy in these heterogeneous classes.

• **Meyer, L. H., & Janney, R. (1989). User-friendly measures of meaningful outcomes: Evaluating behavior interventions. Journal of the Association for Persons with Severe Handicaps, 14 (4), 263-270.**

Annotation A discussion of four techniques that can be used as measures of student behavior and that allow for change comparisons across time and situations. The authors label each technique as user-friendly in that they do not interrupt the flow of instruction or intervention in the classroom, each requires minimal time to complete, and allows professionals and paraprofessionals to share objective and subjective observations.

• **Osguthorpe, R. T. (1985). Trading places: Why disabled students should tutor non-disabled students. Exceptional Parent, 15 (6), 41-48.**

Annotation A discussion of research findings that demonstrate both tutors and tutees benefit from the tutoring experience. Describes four types of tutoring in which children with disabilities can be successful.

New! **Polloway, E. A., Epstein, M. H., Bursuck, W. D., Roderique, T. W., McConeghy, J. L., & Jayanthi, M. (1994). Classroom grading: A national survey of policies. Remedial and Special Education, 15 (3), 162-170.**

Annotation A critical area of concern to teachers, administrators, students, and parents is the evaluation and grading of student performance. A national survey was conducted to determine the policies of local school districts concerning grading. Specific foci included whether a policy existed, whatever modifications were made for students with disabilities, the nature of grading systems used, and communication mechanisms between home and school. The results indicated that a majority of school divisions had grading policies and that the policies in effect included modifications for students with disabilities. Trends in terms of grading systems used and communication mechanisms employed are highlighted. The results are discussed in terms of their relationship to home-school collaboration and in the context of integrating students with disabilities into general education.

New! **Renzulli, J. S. (1995). Teachers as talent scouts. Educational Leadership, 52 (4), 75-81.**

Annotation Originally developed for gifted education programs, the School Wide Enrichment Model can be used in an inclusive school that wants to be a laboratory for talent development. The essential elements of the School Wide Enrichment Model are: 1) total talent portfolio, each student's abilities, interests, and style preference; 2) curriculum modification techniques, involves curriculum compacting, textbook analysis, and expanding the depth of learning; and 3) enrichment learning and teaching.

- **Rosenketter, S., & Fowler, S. (1986). Teaching mainstreamed children to manage daily transitions. Teaching Exceptional Children, 19 (1), 20-23.**

Annotation A discussion of transitions within general education classes and the demands that those transitions place on students with disabilities. Methods of teaching transition skills are outlined.

- **Rynders, J. E., Schleien, S. J. Meyer, L. H., Vandercook, T. L., Mustonen, T., Colond, J. S., & Olson, K. (1993). Improving integration outcomes for children with and without severe disabilities through cooperatively structured recreation activities: synthesis of research. Journal of Special Education, 26, 286-407.**

Annotation This article summarizes the research findings regarding successful practices to include children and youth with some severe disabilities in integrated recreation activities and programs. The article structures the information according to five questions (e.g., "What types of recreation activities are particularly conducive to promoting cooperative interactions?"). Findings reveal the effectiveness of cooperative learning strategies within integrated recreation programs as a powerful strategy to promote inclusion.

- **Saint-Laurent, L., Fournier, A. L., & Lessard, J. C. (1993). Efficacy of three programs for elementary school students with moderate mental retardation. Education and Training in Mental Retardation and Developmental Disabilities, 28 (4), 333-348.**

Annotation The purpose of this study was to compare the efficacy of integrating elementary school students with moderate retardation into general education classes, to that of students in two types of elementary level self-contained class (one community based and the other developmentally based). Results indicated each program had strengths and weaknesses, and that no program appeared better than the others overall.

- **Sapon-Shevin, M. (1978). Cooperative instructional games: Alternatives to the spelling bee. Elementary School Journal, 79 (2), 81-87.**

Annotation A discuss of the benefits of incorporating cooperative games into classroom instruction of children with various needs and abilities. Suggests strategies for teaching cooperation skills and designing cooperative activities.

New! **Schrag, J., & Burnette, J. (1994). Inclusive schools: Clearinghouse views. Teaching Exceptional Children, 26 (4), 64-68.**

Annotation The authors review one book and four articles on inclusive education. The book is: Curriculum considerations in inclusive classrooms (Stainback, Stainback). The articles are: *Inclusive practices transform special education in the 1990s* (Schattman, Benay), *Helping teachers manage the inclusive classroom* (Ayers, Meyer), *Co-teaching: An overview of the past, a glimpse at the present, and considerations for the future* (Friend, Reisling, Cook), and *Co-assessment of special learners: A call for special and general education to unite* (Choate). The reviews provide information to assist schools in continually refining their programs to better serve all students. The authors conclude with cautions that should be exercised as schools engage in a change process.

New! **Schumaker, J. B., & Deshler, D. D. (1995). Secondary classes can be inclusive, too. Educational Leadership, 52 (4), 50-51.**

Annotation Secondary classes can be inclusive if teachers and students learn new strategies, develop new attitudes, and cooperate. Actively involving students in the goal-setting and assignment selection process is critical. The article describes critical teacher instructional skills and characteristics of responsible inclusion at the secondary level.

• **Scruggs, T. E., & Mastropieri, M. A. (1993). Current approaches to science education: Implications for mainstream instruction of students with disabilities. Remedial and Special Education, 14 (1), 15-24.**

Annotation A discussion of the textbook-content and activity-inquiry approaches to science instruction and their ability to facilitate the learning of students with disabilities in the domains of language and literacy, cognitive-conceptual development, psycho-social functioning, and sensory-physical abilities. The authors discuss how each approach can be used to meet the individual needs of students with disabilities who are members of general education science classes.

• **Stainback, S., & Stainback, W. (1988). Educating students with severe disabilities. Teaching Exceptional Children, 21 (1), 16-19.**

Annotation A brief review of strategies for including students with severe disabilities in general education classes, including: teaching in natural environments, using special education resources in general education classes, and developing teams of support that include peers, family members, and educators.

- **Stainback, S., Stainback, W., Courtnage, L., & Jaben, T. (1985). Facilitating mainstreaming by modifying the mainstream. Exceptional Children, 52 (2), 144-152.**

  Annotation An examination of problems general education teachers confront when attempting to adapt instruction to meet a wide range of student needs. Solutions are provided that focus on the areas of individualized programming, cooperative activities, and adaptive environments.

- **Thousand, J. S., & Villa, R. A. (1991). A futuristic view of the REI: A response to Jenkins, Pious, and Jewell. Exceptional Children, 57 (1), 556-562.**

  Annotation A challenge to the assumption that a teacher's role is to deliver a "normal developmental curriculum" and that there is justification for drawing a line excluding students with severe disabilities from general education classes. The authors propose that curricula used to prepare students for life in the 21st Century will need to go far beyond the traditional "developmental" curriculum. They advocate for the development of interdependent teams of educators, students, and community members to support the education of all students in heterogeneous classes and schools.

- **Vandercook, T., York, J., & Forest, M. (1989). The McGill Action Planning System (MAPS): A strategy for building the vision. Journal of the Association for Persons with Severe Handicaps, 14 (3), 205-215.**

  Annotation A description of the MAPS process, which focuses on maximizing involvement of learners with disabilities in the school community. The seven key questions that comprise the MAPS process provide a structure that assists teams of adults and children to creatively dream, scheme, plan, and produce results which will further the inclusion of individual children with labels into the activities, routines, and environments of their same age peers in their school community. An essential feature of the MAPS process is peer involvement.

- **Villa, R. A., & Thousand, J. (1988). Enhancing success in heterogeneous classrooms and schools: The power of partnership. Teacher Education and Special Education, 11 (4), 144-154.**

  Annotation A discussion of successful schooling of students in heterogeneous groups. Included is information on outcomes-based instructional models; utilizing peer power; use of homogeneous and multi-age groupings; redefining professional relationships; and creating common conceptual frameworks, knowledge, and language through training.

- **Villa, R. A., & Thousand, J. S. (1991). The power of student collaboration or practicing for life in the 21st century. Developmental Disabilities Bulletin, 19 (1), 49-79.**

  Annotation Argues for an increased degree of direct student involvement in educational decision-making and in instruction. Describes ways in which "active learning" can foster the inclusion of students of various abilities. Discusses specific strategies, including partner learning, peer tutoring, cooperative grouping, and teacher/student team instruction.

- **Wacker, D. P. (1989). Introduction to special feature on measurement issues in supported education: Why measure anything? Journal of the Association for Persons with Severe Handicaps, 14 (4), 254.**

  Annotation Addresses the question "why measure anything?" by stating that knowing what has occurred, and why, permits replication, refinement, and extension. Measurement provides guidance about what the next step in supported education should be. The purpose of this special issue of JASH focuses on measurement as a source of alternative ways to answer questions of interest and importance in the area of supported education.

- **Wilcox, J., Sbardellati, E., & Nevin, A. (1987). Cooperative learning groups aid integration. Teaching Exceptional Children, 20 (1), 61-63.**

  Annotation An account of how a general education classroom teacher used cooperative learning groups to facilitate the social integration of a first grade student with severe handicaps. Specific instructional planning and implementation activities are described and evaluation data are included.

- **York, J., Doyle, M. B., & Kronberg, R. (1992). A curriculum development process for inclusive classrooms. Focus on Exceptional Children, 25 (4), 1-16.**

  Annotation A four step curriculum development process that is designed to support adults and students in creating caring classroom communities where all children belong, learn, and grow together: 1) planning for transitions, 2) taking the plunge (the first few weeks of school), 3) envisioning a desirable future, and 4) moving forward one step at a time (adaptations).

- **York, J., & Vandercook, T. (1990). Strategies for achieving an integrated education for middle school students with severe disabilities. Remedial and Special Education, 11 (5), 6-16.**

  Annotation A description of general and building level strategies to facilitate the inclusion of learners with severe disabilities in general education classes and other typical school environments.

- **York, J., & Vandercook, T. (1991). Designing an integrated education for learners with severe disabilities. Teaching Exceptional Children, 23 (2), 22-28.**

  Annotation A description of several assumptions and a process for developing IEPs that expands the life space domain curricular orientation (i.e., community, domestic, recreational/leisure, and vocational) to include the school community. Specifically emphasized is how to address instruction in general education classes as an integral basis for team planning.

- **York, J., Vandercook, T., MacDonald, C., Heise-Neff, C., & Caughey, E. (1991). Feedback about integrating middle school students with severe disabilities in general education classes. Exceptional Children, 58 (3), 244-259.**

  Annotation Presentation of feedback from general and special educators and from middle school classmates about the inclusion of students with severe disabilities into a variety of general education classes. Increases recommendations for practice.

- **York, J., Vandercook, T., & Stave, K. (1990). Determining favorite recreation and leisure activities of middle school students. Teaching Exceptional Children, 22 (4), 10-13.**

  Annotation A description of the outcome of a survey of middle school students regarding their favorite recreation and leisure time activities. Implications are discussed in terms of using recreation/leisure interests of typical children to help determine curricular priorities for students with severe disabilities and to facilitate the inclusion of these learners in the total environment of the school and general education class.

- **Zey, K. (1990). How to facilitate integration: A resource teacher's perspective. 'entourage, 5 (4), 13-15.**

  Annotation A discussion of strategies and classroom structures that facilitate the development of effective inclusive classrooms. The author briefly outlines the process her local district has gone through in becoming more inclusive and highlights the district's policy statement on inclusion.

BOOKS AND CHAPTERS

• **Beninghof, A. (1993). Ideas for inclusion: The classroom teacher's guide to integrating students with disabilities. Longmont, CO: Sopris West Inc.**

Annotation This book provides classroom teachers with 50 practical, easy to implement strategies for successfully integrating students with moderate and severe disabilities. Each strategy is indexed separately and is just a few pages long. Strategies are included for: curriculum, grading modification, classroom management; working with peers, tutors, parents, and para-educators; facilitating friendships; and many more. A brief overview of the rationale for integration, a review of relevant terminology, and an explanation of important philosophical principles are included.

Source Sopris West, 1140 Boston Ave., Longmont, CO 80501

303/651-2829

ISBN 1-57035-003-5 **Cost** $19.95

New! **Calculator, S. N., & Jorgensen, C. M. (1994). Including students with severe disabilities in schools: Fostering communication, interaction, and participation. San Diego, CA: Singular Publishing Group, Inc.**

Annotation As a reference work and practitioner's guide, this new book fills the need of special educators, speech-language pathologists, and graduate students for a comprehensive textbook on communication instruction for children with disabilities in regular classroom settings. It defines inclusion and describes the evolution of best practices in educating students with severe disabilities. It covers the role of communication in fostering inclusion, environment assessment, and writing IEPs. Also, the book devotes a full chapter to transitions from elementary to secondary school to adulthood.

Source Singular Publishing Group, Inc. 4283 41st Street, San Diego, CA 92105-1197

1-800/521-8545
Fax 1-800/SPG-TEXT

ISBN 1-56593-080-0 **Cost** $34.95

• **Choate, J. S. (1993). Successful mainstreaming: Proven ways to detect and correct special needs. Des Moines, IA: Allyn and Bacon.**

Annotation This book is a resource providing hundreds of specific teaching strategies to support the growth and development of all students within the classroom.

Source Longwood Division, Allyn & Bacon Order Processing Department, P.O. Box 11073, Des Moines, IA 50381-1073

800/848-4400 ext. 92

ISBN 0-205-14349-0 **Cost** $47.95

New! **Dalheim, M. (Ed.). (1994). Toward inclusive classrooms. West Haven, CT: NEA Professional Library Series.**

Annotation This book presents six specific examples of how teachers across the country are trying to incorporate more inclusive practices in their schools. Each of the examples are written by the actual teachers involved. Comprehensive explanations are provided about all the aspects of each teacher's and school's work providing sufficient details so that other teachers and schools can get started. The examples come from all levels, elementary through high school.

Source NEA Professional Library, P.O. Box 509, West Haven, CT 06516-9904

800/229-4200

ISBN 0-8106-2903-8 **Cost** $9.95

New! **Falvey, M. A. (1995). Inclusive and heterogeneous schooling: Assessment, curriculum and instruction. Baltimore, MD: Paul H. Brookes.**

Annotation Building upon discussions of both general and special education reform, this book presents methods for successfully restructuring classrooms to enable all students, particularly those with disabilities, to flourish. Emphasizing the development of friendhips and the acceptance of diversity within and outside the classroom, this text provides specific strategies for assessment, collaboration, classroom management, and age specific instruction. Definitive chapters ranging from preschool through post-secondary transition make this resource useful for all educators, administrators, and related service providers who are making heterogeneous classrooms a reality.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775
Fax 410/337-8539

ISBN 1-55766-202-9 **Cost** $32.00

• **Ford, A., Schnorr, R. F., Meyer, L. H., Davern, L., Black, J., & Dempsey, P. (Eds.). (1989). The Syracuse community-referenced curriculum guide for students with moderate and severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

Annotation This book is a comprehensive guide which provides practical strategies for designing individualized curricula which address participation in four community living areas (self-management/home living; vocational; recreation/leisure; and general community living), as well as functional academics and embedded social, communication, and motor skills. This curriculum is based on a philosophy of social integration in which programs are designed that facilitate the inclusion of children with disabilities and foster their valued membership in the school and general community.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775

ISBN 1-557-66-0271 **Cost** $47.00

- **Giangreco, M. F., Cloninger, C. J., & Salce Iverson, V. (1992). Choosing options and accommodations for children (COACH): A guide to planning inclusive education. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation COACH is an assessment and planning tool designed to assist families and educators in developing relevant, functional educational programs delivered in inclusive settings for students with severe disabilities. Assessment and planning is based on a family-focused perspective of student educational needs and outcomes.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-106 **Cost** $29.00

- **Giangreco, M. F., & Putman, J. W. (1991). Supporting the education of students with severe disabilities in regular education environments. In L. Meyer, C. Peck, & L. Brown (Eds.), Critical issues in the lives of people with severe disabilities (pp. 245-270), Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation This chapter is a review of the current literature on the education of students with severe disabilities, including a discussion of individualized educational goals and meaningful outcomes, management needs related to instruction, curricular and instructional practices, and people resources. Provides recommendations for research to further facilitate the development of inclusive school communities.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-134-0 **Cost** $87.00

- **Grenot-Scheyer, M., Coots, J., & Falvey, M. A. (1989). Integration issues and strategies. In M. A. Falvey, Community-based Curriculum: Instructional strategies for students with severe handicaps (2nd ed.), (pp. 321-343), Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation This chapter is a discussion of various barriers to integration often cited by educators and administrators and possible strategies to overcome those barriers. Curricular strategies to facilitate inclusive educational experiences for all students are presented.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-023-9 **Cost** $30.00

- **Halvorsen, A. T., & Sailor W. (1990). Integration of students with severe and profound disabilities: A review of the research. In R. Gaylord-Ross (Ed.), Issues and research in special education: Vol. 1, (pp. 410-472), Colchester, VT: Teachers College Press.**

Annotation This chapter provides an extensive review of research on: 1) the barriers to integrated opportunities, 2) outcomes of inclusive education, and 3) strategies to facilitate successful outcomes in integrated educational environments.

Source Teachers College Press, P.O. Box 2032, Colchester, VT 05449

800/445-6638

ISBN 0-8077-2994-9 **Cost** $58.95

New! **Haring, H. G. & Romer L. T. (1995). Welcoming students who are deaf-blind into typical classrooms: Facilitating school participation, learning, and friendships. Baltimore, MD: Paul H. Brookes.**

Annotation As an increasing number of students who are deaf-blind join their peers in typical classrooms, professionals needs guidance on creating supportive environments that maximize students' potential for learning and growth. This book examines successful inclusive educational practices that encourage the participation of students who are deaf-blind typical classrooms, parents' perspectives on inclusion, collaborative teams, orientation and mobility within and across natural environments, friendships between students with and without disabilities, functional outcomes, and teacher preparation and training. Educators, administrators, consultants, and support staff will gain insight into setting lifestyle goals for students who are deaf-blind.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775
Fax 410/337-8539

ISBN 1-55766-144-8 **Cost** $35.00

- **Kunc, N. (1984). Ready, willing, and disabled. Port Alberta, B.C.: Axis Consultation and Training.**

Annotation This very readable book describes many simple and inexpensive adaptations that can be made for assisting student swith a physical disability to be included in a regular school. The book also recounts many of Kunc's learning experiences from his schooling. Although the book focuses primarily on students with physical disabilities, the values and problem solving mind set which permeates the book are applicable to students with other disabilities.

Source Axis Consultation and Training, 4623 Elizabeth St., Port Alberta, B.C., Canada V9Y 6L8

604/723-6644
Fax 604/723-6688

ISBN 0-920510-56-6 **Cost** $15.00 Book
$40.00 Videotape
$10.00 Audiotape
$3 Shipping/Handling

New! **Lowell-York, J., Kronberg, R. M., & Doyle M. B. (1995). Module 3–Curriculum as everything students learn in school: Planning for transition and Individualizing learning outcomes. Baltimore, MD: Paul H. Brookes.**

Annotation These are two modules: *Planning for Transition* (3a) and *Individualized Learning Outcomes* (3b). The first will help participants learn how to craft a supportive transition plan for students with and without disabilities so that transitions to new inclusive environments are made with continuity and support. Strategies to promote collaboration among receiving and sending team members are offered. *Individualized Learning Outcomes* is a module providing a series of dialogues and activities designed to help team members know and consider students as individuals. It covers identifing curricular priorities that promote positive future outcomes and methods to maximize the learning opportunities available in inclusive school and community environments. Included in this module is a 56-minute video, "Parents and Children," that lets participants hear firsthand the powerful statements of three parents and their children.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775
Fax 410/337-8539

ISBN 1-55766-209-6 **Cost** $79.00 Facilitator guides and Video
$16.00 Three participant guides for 3a
$25.00 Three participant guides for 3b

• **Meyer, L. H., & Henry, L. A. (1993). Cooperative classroom management: Student needs and fairness in the regular classroom. In J. Putnam (Ed.) Cooperative learning and strategies for inclusion: Celebrating diversity in the classroom, Baltimore MD: Paul H. Brookes Publishing Co. Inc.**

Annotation This chapter describes Cooperative Classroom Management--an approach to addressing behavioral and "discipline" needs within the regular classroom through user-friendly modifications to the structure of the regular classroom that should benefit all students. Through the goal of creating a support in the various instructional and grouping strategies used throughout the school day in all components of the day-to-day functioning of any classroom, making individualized contingency management programs an intervention of last rather than first choice. Examples are provided of establishing Peer Support Networks at the middle school level to illustrate a core organizational feature of the approach at the secondary level. In addition, student interviews reveal their perceptions of schooling and school as a fair place to be.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775

ISBN 1-55766-134-0 **Cost** $20.00

New! **Meyer, L. H., Williams, D. R., Harootunian, B., & Steinberg, A. (1995). The Syracuse experience: An inclusion model to reduce at-risk status among middle school students. In I. M. Evans, T. Cichielli, M. Cohen, & N. Shapiro, N. (Eds.), Staying in school: Partnerships for educational change, Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

Annotation This chapter describes the basic philosophy and structure of a non-pullout mainstream approach to addressing the needs of students in middle school settings whose academic performance and attendance behaviors place them at risk for early school dropout and academic failure--both non labeled students and students with disabilities. Each of the components of the four year Syracuse Stay in School Partnership Project--a collaborative effort between the Syracuse City School District and Syracuse University's School of Education--is described, with special emphasis upon non-stigmatizing preventive services and peer support networking designed to create psychologically safe and nurturing academic environments for students. A brief summary of changes to Syracuse University's teacher education programs is also included.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775

ISBN 1-55766-173-1 **Cost** $24.00

- **Research Triangle Institute. (1993). Educational approaches and program options for integrating students with disabilities: A decision tool. Longmont, CO: Sopris West Inc.**

Annotation This book researches 16 existing programs, summarizing and analyzing philosophy, target populations, and components. A matrix on the guide offers a good visual and concise description of these programs for integrating students with disabilities.

Source Sopris West, 1140 Boston Ave., Longmont, CO, 80501

303/651-2829

ISBN 0-944584-65-9 **Cost** $25.00

- **Sapon-Shevin, M. (1992). Ability differences in the classroom: Teaching and learning in inclusive classrooms. In Byrnes D. A., & Kiger, G. (Ed.), Common bonds: Anti-bias teaching in a diverse society (pp. 39-52), Wheaton, MD.: Association for Childhood Education International.**

Annotation A discussion of various myths about ability and ability grouping. Teaching strategies that promote learning in diverse classrooms are provided. Also presented are thoughts about a variety of topics related to inclusive classrooms such as curriculum, language used to talk about differences, and social interactions.

Source Association for Childhood Education International, 11501 Georgia Avenue, Suite 315, Wheaton, MD 20902

301/942-2443
800/423-3563

ISBN 0-87173-125-8 **Cost** $15.00

- **Skakun, V. (1989). Integration: How can we make it work? In D. Baine, D. Sobsey, L. Wilgosh, & G. M. Kysela (Eds.), Alternative futures for the education of students with severe disabilities (pp. 164-171), Seattle, WA: The Association for Persons with Severe Handicaps.**

Annotation A discussion of several instructional approaches that can be used to facilitate classroom integration including the Adaptive Learning Environments Model (ALEM), cooperative learning strategies, and ecological problem solving.

Source The Association for Persons with Severe Handicaps, 7010 Roosevelt Way N.E., Seattle, WA 98115

206/361-8870
Fax 205/361-9208
TDD 206/361-0113

ISBN 0-88864-936-3 **Cost** $12.50

- **Stainback, S., & Stainback, W. (Eds.). (1991). Curriculum considerations in inclusive classrooms: Facilitating learning for all students. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation This book provides a comprehensive overview of curricular issues in inclusive education, including an examination of what to teach, use of a collaborative approach to instruction, curriculum adaptation, integration of support personnel, measuring and reporting student progress, parent and community involvement in curriculum design, and community referenced learning.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-078-6 **Cost** $25.00

- **Stainback, W., & Stainback, S. (Eds.). (1990). Support networks for inclusive schooling: Interdependent integrated education. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation This book is an examination of the issue of including all children in general education, moving beyond a discussion of rationale and philosophy to a presentation of specific, practical strategies for implementation.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-041-7 **Cost** $24.00

New! **Thousand, J., Villa R., & Nevin, A. (Eds.). (1994). Creativity and collaborative learning: A practical guide to empowering students and teachers. Baltimore, MD: Paul H. Brookes.**

  Annotation This book is a collection of essays written by internationally recognized educational experts on cooperative learning provide research–based teaching strategies, lesson plans, case studies and instructional materials for use in meeting students' educational and psychological needs.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-159-8 **Cost** $35.00

- **Wang, M. C. (1992). Adaptive education strategies: Building on diversity. Baltimore, MD: Paul H. Brookes Publication Co. Inc.**

  Annotation This book is a description of adaptive education, which provides for effective education of all students. Information is provided on needs assessment and planning, building support, curricular resources, instructional management, and staff development.

  Source Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-084-0 **Cost** $35.00

- **Winebrenner, S. (1992). Teaching gifted kids in the regular classroom. Reston, VA: Council for Exceptional Children.**

  Annotation A book of techniques aimed at motivating and challenging gifted students in classes. Includes reproducible handouts and student profiles.

  Source Council for Exceptional Children, 1920 Association Dr., Reston, VA, 22091-1589

  800/232-7323
  703/620-3660
  Fax 703/264-9494
  TDD 703/264-9446

  ISBN 0-915793-47-4 **Cost** $19.95

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

- **Ayres, B., Belle, C., Green. K., O'Connor, J., Meyer, L. H., & Slavin, H. R. (1992). Examples of curricular adaptations to meet the needs of students with severe disabilities within the regular elementary classroom. Syracuse, NY: Teacher Leadership Inservice Project, Study Group Report Series #3.**

  Annotation This module is the product of a two-year long study group activity by teachers from several central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices. The module provides an overview of different types of curricular adaptations to meet IEP goals within regular elementary classrooms, and gives several examples of each type of adaptation within the context of a typical classroom activity.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $3.00

- **Ayres, B., O'Brien, L., & Rogers, T. (1992). Working together, sharing and helping each other: Cooperative learning in a first grade classroom that includes students with disabilities. Syracuse, NY: Syracuse University, The Inclusive Education Project.**

  Annotation A description of one class' experience in using a cooperative learning to facilitate inclusion. Descriptions of how to develop and implement cooperative lessons with a diverse group of students is provided. Examples reflect the participation of all class members, including those with disabilities.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $3.50

- **Black, J., Meyer, L. H., D'Aquanni, M., & Giugno, M. (1993). A process for designing curricular and instructional modifications to address IEP objectives in general education. Syracuse, NY : Syracuse University, New York State Partnership for State-Wide Systems Change Project.**

  Annotation A six-step process and guidelines for adapting curriculum and instruction for students with disabilities in inclusive classrooms is presented. User-friendly forms are included. This process has been used by many teachers and teams participating in the New York Partnership for Statewide Systems Change Project.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $2.00

- **Burrello, L. C., & Wright, P.T. (Eds.). (1993). Practices for Inclusive Schools, Winter 1993. Bloomington, IN: Indiana University, Smith Research Center.**

Annotation Students who are disruptive in schools continue to be challenging to educate some administrators and teachers who work collaboratively with other agencies are experiencing success with this population. This newsletter issue describes and highlights the benefits for schools.

Source National Academy CASE, Indiana University, Smith Research Center-100A, 2805 East 10th Street, Bloomington, IN 47405

812/855-5090 Fax 812/855-0692

Cost Annual subscription published quarterly $79.95, includes duplication rights $25.00 Single Copy

- **Buswell, B. E., & Schaffner, C. B. (1991). Opening doors: Strategies for including all students in regular education. Colorado Springs, CO: PEAK Parent Center, Inc.**

Annotation A practical guide describing how inclusion works and how parents and educators can make it happen. Each chapter highlights issues related to inclusion often raised by educators and parents. Reference and resource lists are included at the end of each chapter.

Source PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918

719/531-9400

Cost $10.00.

- **Butler, D. G. (1993). The arts and integration of the special needs child. Enfield, NH: Christa McAuliffe Fellowship; U.S. Department of Education.**

Annotation This report is intended to assist K-6 teachers in including students with disabilities in art, music, and physical education classes. Information is based upon observations and interviews with personnel from inclusive programs across the United States. A review of relevant literature and a directory of professional organizations in the field are also included.

Source Donna Butler, P.O. Box 1000, Enfield, NH 03748

603/448-2814

Cost No charge while supply lasts.

- **Chalmers, L. (1992). Modifying curriculum for the special needs student in the regular classroom. Moorhead, MN: Practical Press.**

Annotation A booklet on making modifications to meet individual needs within the classroom. Included are methods for adapting daily assignments, activities,ways to adapt tests, and potential solutions to problems encountered by classroom teachers,

Source Practical Press, PO Box 455, Moorhead, MN 56561-1455

218/236-5244

Cost $9.95

- **Craig, S., & Haggart, A.G. (1993). Inclusion: A teacher's guide. Hampton, NH: AGH Associates, Inc.**

  Annotation Helpful for the classroom teacher who is including all children in an age-appropriate setting. This wire-bound text addresses the topics most requested by those in the field.

  Source AGH Associates, Inc., Box 130, Hampton, NH 03843

  603-926-1316 **Cost** $30.00 + shipping & handling
  Fax 603-926-3689

- **Davern, L., Gaynor, M., Murphy, M., O'Brien, L., Polly, M. K., Rogers, T., Weber, C., & Winschell, S. (1990). Transition planning for students in elementary grades: Guidelines for assessing students who need extra support and planning in moving onto the next grade. Syracuse, NY: Syracuse University, Inclusive Education Project.**

  Annotation A practical guide outlining suggestions for the transition grade to grade of elementary students. The guidelines for sharing information between the sending and receiving teachers are especially helpful.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $1.75

- **Eber, L., Miller, J., & Blackman, H. P. (1991). Expanding learning opportunities for all children: Peer-mediated learning-kids helping kids. LaGrange, IL: LaGrange Area Department of Special Education.**

  Annotation An eleven-page booklet that describes cooperative learning and peer tutoring strategies used in La Grange, Illinois Area schools. Focus is on facilitating learning for children of different abilities. Emphasizes how such strategies can be used in classrooms to reduce the need for pull-out services and how such programs can benefit all students.

  Source LaGrange Area Department of Special Education, 1301 West Cossitt Avenue, LaGrannge, IL 60525

  708/354-5730 **Cost** $ .50.

New! **Ebling, D., Deschenes, C., & Sprague, J. (1994). Adapting curriculum and instruction in inclusive classrooms: A staff development kit. Bloomington, IN: Institute for the Study of Developmental Disabilities, Center for School and Community Integration Publication.**

Annotation A user friendly manual for curriculum and instruction adaptation. This manual presents five approaches to classroom modifications that are student centered. There is an accompanying staff development kit. Includes teacher's desk reference and facilitator/trainer manual.

Source Institute for the Study of Developmental Disabilities, 2853 E. 10th St., Bloomington, IN 47408-2601

812/855-6508 **Cost** $9.00 Manual
$15.50 Training kit

- **Edward Smith Elementary School. (1991). Including Kids: How it happens: A handbook on inclusive education. Syracuse, NY: Syracuse University, The Inclusive Education Project.**

Annotation This manual is a description of how to build an inclusive school community. Topics discussed include: teamwork, accommodating diversity in the classroom, using problem solving approaches, classroom models of support, and ideas for the future.

Source Inclusive Education Project, Syracuse University, Special Education Program, 705 South Crouse Avenue, Syracuse, NY 13244-2280

315/443-1881 **Cost** $3.00

- **Filbin, J., & Kronberg, R. (1992). Ideas and suggestions for curriculum adaptations at the secondary level. Denver, CO: Colorado Department of Education.**

Annotation Describes one process for identifying student learning outcomes within inclusive secondary content area classes. This manual is divided into six sections: 1) Introduction, 2) What are curricular adaptations, 3) Adaptations in general, 4) Decision making framework for using adaptations, 5) Case study using the decision making framework, and 6) Suggested adaptations for academic and non academic classes at the secondary level

Source Colorado Department of Education, 201 E. Colfax Ave., Denver, CO 80203

303/866-6694 **Cost** $5.00

- **Fowler High School Inclusive Education Committee. (1993). Creating a Learning Community at Fowler High School. Syracuse, NY: Syracuse University, Inclusive Education Project.**

  Annotation The Inclusive Education Committee at this school offers ideas for how to modify instruction and assist students in getting connected with each other. Ideas include those from a ninth grade team which has been fully including students using a team approach in which special educators work in regular classes assisting with cooperative groups and activity-based instruction. Guidelines are also offered for how staff can effectively share information about students given the challenges of the secondary day.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $5. 00

- **Fox, T. J., & Williams, W. (1991). Implementing best practices for all students in their local school: Inclusion of all students through family and community involvement, collaboration, and the use of school planning yeams and Individual student planning teams. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

  Annotation This book provides strategies for school wide and individual student planning processes, necessary components of systems change within a building/district. The manual features a wide variety of reproducible forms to assist with team building and student planning. The text is in a question-answer format (i.e., frequently asked questions that are asked, responses that are specific and user-friendly). It includes *Best Practice Guidelines for Meeting the Needs of All Students in Local Schools (1991)* and chapters on parent, student, and community involvement, the school planning team process as a well as a final chapter on collaborative teaming.

  Source Vermont Statewide Systems Support Project Center for Developmental Disabilities, The University Affiliated Program of Vermont, 499C Waterman Building, University of Vermont, Burlington, VT 05405

  802/656-4031 **Cost** $10.00

- **Fox, T. J., Williams, W., Monley, M. K., Mc Dermott, A., & Fox, W. L. (1989). Guidelines and procedures training manual: Manual III of the Individual Program Design Series. Burlington, VT: University of Vermont.**

  Annotation A framework for designing educational programs for students with challenging educational needs in general education classes. Describes a process for selecting educational outcomes, providing instruction on students' goals and objectives, and monitoring individual student progress.

  Source Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

  802/656-4031 **Cost** $3.00

- **Fox, T., & Williams, W. (1991). Best practice guidelines for meeting the needs of all students in local schools. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

Annotation This document presents a set of best practice statements aimed at all students who attend the local school. Practices are based upon the Best Practice Guidelines for Students with Intensive Educational Needs (1987), children and youth in regular education environments. Best practices areas included are : School Climate and Structure, Collaborative Planning, Social Responsibility, Curriculum Planning, Delivery of Instructional Support Services, Individualized Instruction, Transition Planning, Family-School Collaboration, and Planning for Continued Best Practices improvement.

Source Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

802/656-4031 **Cost** $2.00

- **Frisbie, K. D., & Libby, J. S. (1992). All together now: The art of including children with differing abilities in the school community. Concord, NH: Karen D. Frisbie, Jeffrey S. Libby.**

Annotation A manual about developing inclusive school communities. It is a "how to" book which describes processes and approaches that lead to successful inclusion. The authors have compiled research, strategies, proven best practices, and provided specific examples that enhance the inclusive school communities. There is a videotape available to accompany the manual.

Source Karen Frisbie, 3 3rd Ave. Goffstown, NH 03045

Cost $10.00

New! **Hedeen, D., Ayres, B., & Meyer, L. H. (1995). Program for students who have severe disabilities and severe behavioral challenges in inclusive classrooms: Most promising practices and success stories.**

Annotation This book provides an overview of applying a lifestyle and educative problem-solving approach to meeting the needs of children who have severe to profound cognitive impairments and challenging behavior. Two case studies representing a year each in the lives of children enrolled in inclusive school programs illustrate how these principles and practices look, and contextual detail and child outcomes data document the success of two typical school districts in solving exceptional needs without giving up on inclusion.

Source Attn: Special Projects, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244--2340

315-443-1881 **Cost** $ 5.00

- **Institute on Community Integration. (1993). Integration checklist: A guide to full inclusion of students with severe disabilities (brochure). Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

  Annotation This brochure presents a checklist of parameters intended to facilitate the membership, participation, and learning of students with disabilities in general education classes and other integrated school settings. Its main use has been with IEP teams involved in designing and implementing practical ways for students with disabilities to be included in general education classes.

  Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $ .50 Please call for ordering information.

- **Institute on Disability. (1991). Student inclusion checklist. Durham, NH: University of New Hampshire: Institute on Disability.**

  Annotation A brief, easy-to-use checklist that can be used to evaluate level of inclusion of individual children with severe disabilities in regular classrooms. Evaluates four areas: membership, participation, friendship, and quality education. The checklist also serves as a record of action or follow-up needed to promote inclusion.

  Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

  603/862-4320 **Cost** $2.00
  TDD 603/862-4320
  Fax 603/862-0034

- **Kansas Department of Education. (1992). Setting a new course: Planning quality lifestyles for students with dual sensory loss. Girard, KS: Kansas Department of Education.**

  Annotation A manual providing the rationale and philosophy behind planning quality lifestyles for persons with dual-sensory loss. Practical ideas for planning lifestyles are included.

  Source Attention: Christy Emig, Loan Library, Southeast Kansas Education Service Center, P.O. Box 189, Girard, KS 66743

  316/724-6281 **Cost** No charge

- **Levy Middle School. (1990). Learning and growing together: How students with special needs are becoming a part of the school. Syracuse, NY: Syracuse University, Inclusive Education Project.**

  Annotation A discussion of inclusive education at Levy Middle School. Included are their mission statement, scheduling ideas, strategies for facilitating friendships, and effective middle school teaching approaches.

  Source Inclusive Education Project, Syracuse University, Special Education Program, 805 South Crouse Avenue, Syracuse, NY 13244-2280

  315/443-1881 **Cost** $2.25

- **McGill, J. (1984). Play for play's sake: Cooperative games as a strategy for integration (rev. ed.). Markham, Ontario: National Institute on Mental Retardation.**

  Annotation A description of cooperative games which provide an alternative to competitive games with a focus on setting a tone for developing a positive sense of self and others. Working to promote an accepting environment where all children can learn and play together.

  Source Fitzhenry & Whiteside Limited, 195 Allstate Parkway, Markham, Ontario L3R 4T8

  416/477-0300 **Cost** $6.00

New! **Meyer, L. H., Eichinger, J., & Downing, J. (1994). Program quality indicators (PQI): A checklist of most promising practices in educational programs for students with severe disabilities, (3rd ed.). Syracuse, NY: Syracuse University, Center on Human Policy.**

  Annotation This updated edition of Program Quality Indicators checklist that was socially validated in a national study in 1987 now reflects critical aspects of inclusive education and multiculturalism in special education. The checklist also incorporates an expanded and more sensitive scoring code based upon feedback from many users of the two previous versions. The checklist can be used to evaluate an existing educational program for students with severe disabilities according to criteria of most promising practices and is particularly useful as a guide to program development. Teachers, parents, and others interested in our educational programs can use the checklist to guide their own efforts to improve services for students with severe disabilities.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $10.00

BEST COPY AVAILABLE

New! **Michigan Inclusive Education Project (MIEP) (1994). Facilitator guides to inclusive education: A train the trainer series. Detroit MI: Wayne State University: Developmental Disabilities Institute.**

Annotation This five guide series is to prepare inclusive education specialists in local and intermediate school districts to provide and coordinate: planning, training, and support for the process of including students with diverse needs in regular education classrooms. The titles of the five guides are: 1) *Systems change that supports all students*, 2) *Components of inclusive education*, 3) *The planning process for inclusive education*, 4) *Instructional accommodation in inclusive education*, and 5) *Social inclusion.*

Source Inclusive Communities Press, Developmental Disabilities Institute (UAP), Wayne State University, 6001 Cass, Suite 326, Detroit MI 48202

313/577-2654 **Cost** $125.00/set

- **Mount, B. (1992). Person centered planning: Finding directions for change using personal futures planning. New York, NY: Graphic Futures, Inc.**

Annotation A source book that provides a basic understanding of the Personal Futures Planning process. This process is person-centered, rather that system-centered. The following parts of the process are described: finding capacities in people, creating a vision for the future, supporting people overtime, and organizational change.

Source Graphics Futures, Inc., 25 W. 81st St., 16-B, New York, NY, 10024

212/362-9492 **Cost** $25.00

- **Mount, B., & Zwernik, K. (1988). It's never too early, it's never too late: A booklet about personal futures planning. St. Paul, MN: Metropolitan Council.**

Annotation An introduction to Personal Futures Planning, a method of planning for persons with disabilities, presents an explanation of what the process is and how it can be accomplished.

Source Minnesota Bookstore, 117 University Avenue, St. Paul, MN 55155

612/297-3000 **Cost** $5.95

- **O'Brien, J., Forest, M., Snow, J. A., & Hasbury, D. (1989). Action for inclusion: How to improve schools by welcoming children with special needs into regular classrooms. Toronto, Ontario: Center for Integrated Education and Community.**

Annotation Content: A manual providing practical strategies for building inclusive school communities. It also provides advice for solving problems and overcoming barriers to inclusion.

Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M6H 2S5

416/658-5363 **Cost** $10.00

New! **Rogers, J. (Ed.) (1994). Inclusion: Moving beyond our fears. Bloomington, IN: Phi Delta Kappan.**

Annotation The Hot Topics Series presents the best research and practice available on a specific topic. This volume contains articles selected by the Center for Evaluation, Development, and Research (CEDR) on the topic of inclusion. The articles reflect a holistic approach by introducing many sides of the issue. The common thread uniting these articles is a "can do" commitment to inclusion in public schools, with a focus on implementation.

Source Phi Delta Kappa, 408 North Union, P.O. Box 789, Bloomington, IN 47402

812/339-1156 **Cost** Single copy $4.50
800/766-1156
Fax 812/339-0018

• **Simpson, M., Cleary, M., & Stockton, J. (1989). Factors associated with the successful reintegration of emotionally disturbed/ behaviorally disordered students into less restrictive educational programs. Little Canada, MN: N.E. Metro Alternate Learning Program.**

Annotation A description of the use of an ecological model to identify factors associated with the successful reintegration of students with severe emotional and behavioral disorders. This has been used with 139 adolescents who had been enrolled in a segregated, self-contained program. Data were collected from multiple sources concerning student and family characteristics and functioning, as well as information regarding the social and behavioral expectations of general education teachers and peer tolerance of disturbing behavior in classmates. Significant predictors of school progress toward reintegration into less restrictive educational programs are identified.

Source Martha Simpson, Assistant Director, N.E. Metro Alternate Learning Program, 70 W County Road B2, Little Canada, MN 55117

Cost $5.00

New! **Task Force on Inclusive Schooling. (1994). New York inclusive education curriculum guide: Adapted lesson plans for elementary grades K-3. New York, NY: Task Force on Inclusive Schooling.**

Annotation This component from an in-progress curriculum guide for inclusive school contains 11 complete lesson plans for grades K-3, with lessons in mathematics, language arts, social studies, art, science, and writing. Each of the lesson plans is an actual lesson meeting grade level curricular content requirements that has been taught in a general education classroom including one or two students with severe disabilities. A complete lesson plan format includes objectives, instructional setting and organizations, a script for the actual lesson, performance measures and products used, and a target student with significant disabilities with selected IEP goals and adaptations annotated for the student throughout the lesson. The component was written by elementary school teachers experienced with inclusion in collaboration with Syracuse University personnel.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $5.00

New! **Task Force on Inclusive Schooling. (1994). New York curriculum component, Mathematics grades 6-8. New York, NY: Task Force on Inclusive Schooling.**

Annotation This component from an in-progress curriculum guide for inclusive school contains 10 complete lesson in mathematics for grades 6, 7, and 8. For most of the lesson plans a follow-up computer-based instructional activity is also included utilizing commercially available software for both IBM and Macintosh equipment. Each lesson plan reflects actual grade level curriculum content requirements based upon the approach taken in the standards of the National Council for the Teachers of Mathematics, and each has been adapted for a student with significant disabilities actually participating in the lessons while meeting his/her IEP goals. The lesson plan format includes objectives, instructional setting, and organization, a script for the lesson, performance and product measures, and information on adaptations for the target student with severe disabilities. The component was written by middle school mathematics and special education teachers experiencds with inclusion in collaboration with Syracuse University personnel.

Source Attn: Special Project / Consortium, Huntington Hall/150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $5.00

• **Udvari-Solner, A. (1992). Curricular adaptations: Accommodating the instructional needs of diverse learners in the context of general education. Topeka: Kansas Department of Education.**

Annotation This manual provides information about the mechanics of initiating and developing the collaborative team process. It provides detailed information, activities and sample forms to address some common questions about collaborative teams.

Source Southeast Kansas Education Service Center, P.O. Box 189, Girard, KS 66743

316/724-6281 **Cost** No charge

• **Vandercook, T., Tetlie, R. R., Montie, J., Downing, J., Levin, J., Glanville, M., Solberg, B., Branham, S., Ellson, L., & McNear, D. (1993). Lessons for inclusion. Minneapolis, MN: University of Minnesota, Institute on Community Integration.**

Annotation This curriculum is designed to assist educators in developing caring classroom communities in which all children are valued members. Includes lessons in four areas: Including Everyone, Liking Myself, Making and Keeping Friends, and Cooperating with Others. Available with or without story books (story books are used in the lessons and are available at the Institute on Community Integration at a 42% discount over retail). Both packages include the Learning Together poster, a 17" X 22" color poster which depicts children learning together in a variety of settings. Appropriate for grades K-4.

Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

612/624-4512 **Cost** $10.00 Lesson book and Poster
$50.00 Lesson book, Children's story books, and Poster
Please call for ordering information.

- **Williams, D. R., Meyer, L. H., & Harootunian, B. (1992). Introduction and implementation of cooperative learning in the heterogeneous classroom: Middle school teachers' perspective. Syracuse, NY: Research in Middle Level Education, 16 (1), 115-130.**

  Annotation This qualitative study reports the perspectives of six middle school teachers on the introduction and implementation of cooperative learning instructional adaptations in their classroom. These teachers voices provide insight into the evolution of cooperative behavior among young adolescents, strategies that teachers found helpful to encourage students to support one another, and the kinds of activities that facilitated the attainment of both academic and social goals for students.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $4.00

- **York, J., Vandercook, T., MacDonald, C., Heise-Neff, C., & Caughey, E. (1989). Regular class integration: Feedback from teachers and classmates about inclusion in middle school (Report 89-5). Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

  Annotation A monograph presenting feedback from general educators, special educators, and classmates about the inclusion of middle school students with severe disabilities into a variety of general education classes. Recommendations are made based on the feedback provided.

  Source University Of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $15.00 Please call for ordering information.

- **York, J., Vandercook, T., MacDonald, C., & Wolff, S. (Eds.). (1989). Strategies for full inclusion. Minneapolis, MN: University Of Minnesota, Institute on Community Integration.**

  Annotation This book is a collection of papers presenting practical strategies for integrating elementary and secondary students with severe disabilities into general education classes. Included are strategies for: building level change, IEP development, MAPS, and facilitating inclusion in general education class activities.

  Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $15.00 Please call for ordering information.

SOCIAL INTERACTION AND FRIENDSHIP

JOURNAL ARTICLES

- **Andrews, V. (1992). A varsity letter. Exceptional Parent, 22 (7), 22-24.**

  Annotation A Varsity Letter presents a positive account of successful inclusion on a high school football team. Bob, a sixteen year old student with disabilities, was fully accepted as team manager, earning a varsity letter. Bob's teammates did not patronize him or merely tolerate him. They accepted and appreciated his contribution as part of the team.

New! **Bishop, K., & Jubala K. (1994). By June, given shared experiences, integrated classes, and equal opportunities, Jamie will have a friend. Teaching Exceptional Children, Vol. 27, (1), 36-40.**

  Annotation This article explores the impact of changing the focus and tone of the IEP process from formalizing goals to creating successful learning opportunities for a student, who is 11 years old with multiple disabilities. In addition to focusing efforts on creating opportunities for friendships between regular education students and Jamie, the authors implemented his academic program in a regular 6th grade classroom after having previously been assigned to a special class for students with multiple disabilities on a regular education campus. Through such teaching methods as cooperative learning groups, curriculum adaptations for individual work,and the MAPS process Jamie developed many new friendships, achieved his IEP goals, and was elected commissioner of the environment of his 6th grade class.

- **Evans, I. M., Salisbury, C. L., Palombaro, M. M., Barryman, J., & Hollowood, T. M. (1992). Peer interaction and social acceptance of elementary-age children with severe disabilities in an inclusive school. Journal of the Association for Persons with Severe Handicaps, 17 (4), 65-212.**

  Annotation A study of interactions and social acceptance between eight students with severe disabilities and eight peers without disabilities. The researchers found that the interactions changed over the course of a year. Children without disabilities assisted less and integrated more typically with children with disabilities as the year progressed.

New! **Evans, I. M., Salisbury, C., Palombaro, M., & Goldberg, J. S. (1994). Children's perception of fairness in classroom and interpersonal situations involving peers with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 19 (4), 326-332.**

Annotation Elementary-aged primary grade children attending classrooms that fully included peers with severe disabilities judged a series of scenarios comprising common teacher-related and social situations. The scenarios contained different degrees of ambiguity regarding equitable treatment of the protagonists; some stories involved only typical children, and some involved children with disabilities. Participants judged the fairness of the outcomes, how the characters might feel, and what could have been done to make the situation more fair. In general the children were very sophisticated in their judgments, using consistent principles of social justice, regardless of disabilities. Even young students demonstrated appropriate empathy for the feelings arising from being left out or wrongly blamed. Suggested solutions tended to be short-term but based largely on equality of opportunity, and some of the children were able to recommend equitable policy changes in classroom and social practices.

- **Fad, K. S., & Ryser, G. R. (1993). Social/behavioral variables related to success in general education. Remedial and Special Education, 14 (1), 25-35.**

Annotation A description of two studies focused on identifying variables related to success in general education. In the first, successfully and unsuccessfully included students are examined along two sets of variables: demographic variables (i.e. sex, ethnicity, grade level, socioeconomic status) and social/behavioral variables (i.e. peer relationships, coping skills, work habits). The follow-up study examined 75 of the 96 original participants on the same variables. Socioeconomic status and all three of the social/behavioral variables were found to be correlated to success and lack of success. Future implementation (in the areas of placement and programming for students at risk) should take social/behavioral variables into account.

- **Goldstein, H. (1993). Use of peers as communication intervention agents. Teaching Exceptional Children, 25 (2), 37-39.**

Annotation The use of peer-based interventions, along with teacher-mediated interventions, to support students with disabilities in inclusive classrooms is presented.

New! **Grenot-Scheyer, M. (1994). The nature of interactions between student with severe disabilities and their friends and acquaintances without disabilities. Journal of the Association for Persons with Severe Handicaps, 19 (4), 253-262.**

Annotation Children with severe disabilities and their friends without disabilities were compared with children with severe disabilities and their acquaintances without disabilities on a range of characteristics and their interactions were examined. The sample included 20 children with severe disabilities and 11 children without disabilities. Dyads (child with severe disabilities and his/her friend without disabilities, child with severe disabilities and his/her acquaintance without disabilities) were videotaped while playing with a variety of games during two periods of 15 minutes each. Considering child characteristics first, the friends and acquaintances did not differ in developmental level, language use, or functional movement. There also were no significant differences between the groups on social competence. In regards to interactions, there were several differences between the friend and acquaintance groups, but the majority of these differences were not statistically significant. The results are interpreted and implications for future research and educational programs are suggested.

New! **Hall, L. J. (1994). A descriptive assessment of social relationships in integrated classrooms. Journal of the Association for Persons with Severe Handicaps, 19 (4), 302-313.**

Annotation Multiple measures were used in four integrated classes of young children to assess the social relationships. Observational recordings during indoor and outdoor free play activities, peer nominations, and teacher and peer interviews provided information about social status and strength of association between children with disabilities and their classmates. Results revealed that reciprocal, positive relationships were found between children with disabilities and classmates in all classes. However, the individual differences in social status and social profile of the children with disabilities indicated that varied patterns of social relationships are found in integrated classrooms. A brief interview with the young children and teaching staff provided valuable information about relationships based on: helping or pity, shared interest in activities, and friendship. Expectations regarding the social relationship in integrated classes are discussed.

• **Hamre-Nietupski, S., Hendrickson, J., Nietupski, J., & Sasso I. G. (1993). Perceptions of teachers of students with moderate, severe, or profound disabilities on facilitating friendships with nondisabled peers. Education and Training in Mental Retardation and Developmental Disabilities, 28 (2), 111-127.**

Annotation The results of a survey of teachers of students with moderate, severe, or profound disabilities regarding the facilitation of friendships between students with and without disabilities are presented. Results indicate that teachers perceive that these friendships are possible, that they can and should be facilitated, and that they are beneficial to students with and without disabilities. Teachers in the study indicated that they thought that friendships are most likely to develop when students with disabilities spend part, but not all, of their day in general education classroom and that a special education classroom is the best place for students to learn functional skills. These perceptions may be due to that fact that the large majority of teachers surveyed work in self-contained classrooms. A table which summarizes methods of facilitating friendships is included.

New! **Hamre-Nietupski, S., Hendrickson, J., Nietupski, J., & Shokooho-Yekta, M. (1994). Regular educators' perceptions of facilitating friendships of students with moderate, severe, or profound disabilities with nondisabled peers. Education and Training in Mental Retardation and Developmental Disabilities, 29 (2), 102-117.**

Annotation Surveys were conducted with regular education teachers of kindergarten through high school age students. These results were compared with previous surveys on friendship that had been conducted with special educators. Regular and special educators agree that the possibility of friendship development between students with and without disabilities exists; that adults can and should facilitate these friendships; that educators had primary responsibility for this facilitation; and that all students benefited by these friendships. All teachers also agreed that the regular classroom was the most effective site for friendship development and that teacher collaboration and student cooperative group learning are effective strategies to promote friendships.

- **Hanline, M. F. (1993). Inclusion of preschoolers with profound disabilities: An analysis of children's interactions. Journal of the Association for Persons with Severe Handicaps, 18 (1), 28-35.**

Annotation A study exploring peer interactions in an integrated preschool. Three children with severe and profound disabilities and three children without disabilities were observed. Findings indicate that children with disabilities had many opportunities to interact and the length of the interactions were comparable to those of their peers without disabilities.

- **Haring, T. G., & Breen, C. (1989). Units of analysis of social interaction outcomes in supported education. Journal of the Association for Persons with Severe Handicaps, 14 (4), 255-262.**

Annotation A review of the rationale for supported education as based on increasing social participation, and an acceptance and friendships between students with severe disabilities and peers without identified disabilities. Discussion of the need to measure both the outcomes of supported education and the process variables that are essential for creating the outcomes. The authors present an assessment model for outcome and process variables.

New! **Helmstetter, E., Peck, C. A., & Giangreco, M. F. (1994). Outcomes of interactions with peers with moderate or severe disabilities: A statewide survey of high school students. Journal of the Association for Persons with Severe Handicaps, 19 (4), 263-276.**

Annotation Research on the interactions between students with disabilities and their peers without disabilities has focused primarily on cognitive, academic, and social outcomes for students, with most of the attention on the students with disabilities. Only recently have researchers begun to direct more attention to students without disabilities, and to examine a broader range of outcomes, including those related to the effects of participating in social relationships with students with disabilities. Factor analysis of the responses from the statewide sample of 166 students yielding sever categories of perceived positive outcomes of integration experiences: 1) increased responsiveness to the needs of other people, 2) valuing relationships with people with disabilities, 3) personal development, 4) increased tolerance of other people, 5) development of personal values, 6) increased appreciation of human diversity, and 7) positive changes in personal status with peers. The results suggest that integration may afford opportunities for students without disabilities to develop a sense of personal responsibility and an ethic of caring and commitment to others.

New! **Kennedy, G., & Itkonen, T. (1994). Some effects of regular class participation on the social contacts and social networks of high school students with severe disabilities. Journal of the Association for Persons with Severe Handicaps, 19 (1), 1-10.**

Annotation The study looked at the effects of participating in regular education classes on the social life of three students with severe disabilities. The students were 18 and 19 years of age and had all attended the high school for at least two years previously (in a vocational/ community- based program). Interaction between students with disabilities and those without had been occurring at the high school for three previous years as part of a peer tutoring and friendship program. The results indicate that regular class participation: 1) increased the frequency of social contacts students had with peers without disabilities, 2) was the locus for meeting half of the peers without disabilities contacted across the school year, and 3) was an important source for meeting peers without disabilities who subsequently became members of students' social networks. In addition, the results showed that 1) durable and frequent social contacts also occurred with peers without disabilities met outside of regular education classes, 2) the amount of contact with peers extended outside of regular classes varied across students, and 3) the perceived quality of social contacts did not vary systematically with the locus of initial contact.

New! **Kishi, G. S., & Meyer. L. H. (1994). What children report and remember: A six-year follow-up of the effects of social contact between peers with and without severe disabilities. Journal of the Association for Persons with Severe Handicaps, 19 (4), 277-289.**

Annotation Various models and strategies to promote meaningful social interactions between children with and without severe disabilities have been reported in the special education literature. The reported outcomes associated with these efforts include positive effects on children's attitudes toward disabilities, social competence, and social values. This is an investigation of what teenagers report and remember as a function of elementary school experience involving different levels of social contact with peers with severe disabilities. Two self-report interpersonal measures were administered to 183 students without disabilities comprising social contact exposure, and control groups. A sub sample of 93 teenagers was interviewed about experiences and attitudes toward persons with disabilities and their memories from earlier school experiences. Analysis of the attitudinal data revealed significantly more positive attitudes, higher levels of current reported social contact and more support for full community participation as a function of earlier social contact - although all children were relatively positive. The self-concept measure also revealed differences between subgroups of children as a function of gender and condition. The interview data with children in the high social contact group offer caveats for future inclusion efforts to avoid potential negative effects upon children's personal relationships and social attitudes. Suggestions are made for future research to investigate the impact of inclusion on children's socio-personal development and social relationships.

- **Knapczyk, D. R. (1989). Peer-mediated training of cooperative play between special and regular class students in integrated play settings. Education and Training in Mental Retardation and Developmental Disabilities, 24 (3), 255-264.**

Annotation A discussion of the use of a peer mediated training technique to increase the level of cooperative play with typical peers for three students with disabilities. The results indicated that when training was aimed at peer groups rather than individuals, significant increases in cooperative play were noted for each student and were maintained over a three month period.

- **Kohn, A. (1991). Caring kids: The role of the schools. Phi Delta Kappan, 72 (7), 496-506.**

Annotation A review of psychological research and common sense philosophies as the basis for guidelines and strategies for helping children develop as caring individuals in school.

- **McEvoy, M. A., Shores, R. E., Wehby, J. H., Johnson, S. M., & Fox, J. J. (1990). Special education teachers' implementation of procedures to promote social interaction among children. Education and Training in Mental Retardation and Developmental Disabilities, 25 (3), 267-276.**

  Annotation Discussion of a study examining the effectiveness of specific teaching procedures used by special education teachers to promote the social interaction of children with and without disabilities in integrated play settings. The implications of the study are discussed in terms of the effectiveness of environmental manipulation and direct intervention and teaching with children without disabilities in promoting the interaction among children.

- **Meyer, L. H. Cole, D. A., McQuarter, R., & Reichle, J. (1990). Validation of the Assessment of Social Competence (ASC) for children and young adults with developmental disabilities. Journal of the Association for Persons with Severe Disabilities, 15, 57-68.**

  Annotation This report describes the development and validation of a measure of social competence, the ASC, that includes 11 social competence functions and developmental hierarchies within those functions to monitor social skill progress.

- **Oberti, C. (1993). A child's perspective. Exceptional Parent, 23 (7), 17.**

  Annotation Anastasia Somoza captured the attention of the nation in March 1993 when she asked President Clinton to help her twin sister, Alba, to be included in third grade. In this one page article Anastasia explains to the President the relationship between attending one's neighborhood school and the development of friendships. As a result of her request, Alba now attends third grade P.S. 234 in Manhatten, NY.

- **Pearson, V. L. (1988). Words and rituals establish group membership. Teaching Exceptional Children, 21 (1), 52-53.**

  Annotation A description of a class-wide technique that helps students develop a sense of belonging and membership within the classroom.

- **Peck, C. A., Donaldson, J., & Pezzoli, M. (1990). Some benefits non-handicapped adolescents perceive for themselves from their social relationships with peers who have severe disabilities. Journal of the Association for Persons with Severe Handicaps, 15 (4), 241-249.**

  Annotation A discussion of perceived benefits and difficulties of relationships between high school students without disabilities and their peers with disabilities. Perceived benefits fall into the following categories: improvements in self-concept, growth in social cognition, increased tolerance of other people, reduced fear of human differences, development of personal principles and interpersonal acceptance and friendship. Case examples are provided.

• **Putnam, J. W., Rynders, J., Johnson, R., & Johnson, D. (1989). Collaborative skill instruction for promoting positive interactions between mentally handicapped and non handicapped children. Exceptional Children, 55 (6), 550-557.**

Annotation An examination of one aspect of cooperative goal structuring, collaborative skill instruction, and its effect on social interactions between students with and without severe disabilities.

New! **Romer, L. T., & Haring, N. G. (1994). The social participation of students with deaf-blindness in educational settings. Education and Training in Mental Retardation and Developmental Disabilities, 29 (2), 134-144.**

Annotation Using the Gilbert's troubleshooting hierarchy the study collected data regarding the social integration of twelve students with deaf-blindness for 55 weeks of school. Students engaged in social contact with non-disabled across three environments: special education, general education, and the community in general. Contact with increased numbers of age peers was found to be positively correlated with only the time spent in general education settings. Long-term, stable relationships were not being developed in any of the environments. The need to develop an effective system of communication between people was discussed as a support for the development of long term friendships.

New! **Savitch, J., & Serling, L. (1995). Paving a path through untracked territory. Educational Leadership, 52 (4), 72-74.**

Annotation Children who are gifted and mainstreamed, ESL and native English speaking, boisterous and shy come together in school to share talents and needs and to prepare for life outside the classroom. P.S.124 of Chinatown, New York, began integrating gifted students with other students. From the start, the children mingled socially and academically, and it was impossible to tell which were from the initial gifted group and which were not.

• **Schnorr, R. F. (1990). "Peter? He comes and goes. . .": First graders' perspectives on a part-time mainstream student. Journal of the Association for Persons with Severe Handicaps, 15 (4), 231-240.**

Annotation An ethnographic study in a first grade classroom in which a student with moderate disabilities was partially included. Results support a strong argument against partial inclusion in a general education class with a base in a self-contained classroom. The first grade peers in this study had clear ideas of where Peter belonged, what he did, and who he played with. He was consistently seen as a visitor, or outsider, and not considered a peer.

• **Scott, M. E., & Saunders, K. W. (1989). On target for friendship. Teaching Exceptional Children, 21 (4), 54-57.**

Annotation An overview of two lessons to help children understand friend relationships by using a sociometric-like technique. One lesson is appropriate for primary grade students; the other is appropriate for students up to grade six.

- **Sherwood, S. K. (1990). A circle of friends in a 1st grade classroom. Educational Leadership, 48 (3), 41.**

  Annotation A discussion by a general educator concerning her fears, expectations, and experiences in including Anne, a student with significant disabilities in her first grade class. Ann's objectives and strategies for attending to them are briefly described.

New! **Stainback, S., Stainback, W., East, K., & Sapon-Shevin, M. (1994). A commentary on inclusion and the development of a positive self-identity by people with disabilities. Exceptional Children, 60 (6), 486-490.**

Annotation A growing number of concerned individuals throughout the world, including people with disabilities, their parents, and educators, are advocating that students with disabilities be educated in the mainstream of neighborhood classrooms and schools. However, some disability-rights advocates believe that if people with disabilities are to have a well-developed sense of identity as adults, they need to have had opportunities in their school years to associate with other people having similar characteristics and interests. In this article, this issue is examined and one perspective on how it might be addressed is presented.

- **Stainback, W., & Stainback, S. (1987). Facilitating friendships. Education and Training in Mental Retardation and Developmental Disabilities, 22 (1), 18-25.**

  Annotation A summary of basic skills that have been found to be critical to the development of friendships. A method of coaching to facilitate friendships for students at risk of isolation is discussed.

- **Stainback, W., Stainback, S., & Wilkinson, A. (1992). Encouraging peer supports and friendships. Teaching Exceptional Children, 24 (2), 6-11.**

  Annotation Presents a discussion of strategies for building peer support such as fostering proximity and warm welcomes for new students, and strategies that can promote friendships such as establishing areas of compatibility, taking the perspective of others, fostering respect for individual differences, and providing positive models. A brief account of situations when peer support does not work is also included.

New! **Staub, D., & Peck, C. A. (1995). What are the outcomes for nondisabled students? Educational Leadership, 52 (4), 36-40.**

Annotation Although the research is limited, there is consistency among available studies indicating that inclusion does not harm children without disabilities and, in fact, may be of benefit. The authors' review of available research identified five positive themes of benefit for students without disabilities.

New! **Staub, D., Schwartz, I. S., Gallucci, C., & Peck, C. A. (1994). Four portraits of friendship at an inclusive school. Journal of the Association for Persons with Severe Handicaps, 19 (4), 314-325.**

Annotation The movement toward creating inclusive schools has accelerated rapidly over the past several years. As they learn more about the effects of inclusion on students with disabilities, consumers, practitioners, and researchers are becoming more interested in the effects of inclusion on students without disabilities. One are of great interest is the social relationships between students with disabilities and students without disabilities. The purpose of this study is to present studies of four students without disabilities who are friends of students with moderate and severe disabilities in their classroom. Data for the case studies were collected through observations, videotaped samples, and interviews. The case studies illustrate the uniqueness of each friendship and highlight some similarities across relationships. Results are discussed in terms of their implications for promoting relationships in inclusive educational settings.

- **Strully, J. L., & Strully, C. (1985). Friendship and our children. Journal of the Association for Persons with Severe Handicaps, 10 (4), 224-227.**

Annotation An essay about the friendship between two children who attend middle school together. The need for school and community integration to help foster friendships and interdependence in the lives of individuals with disabilities is emphasized.

- **Strully, J. L., & Strully, C. (1984). Shawntell and Tanya: A story of friendship. Exceptional Parent, 14 (6), 35-40.**

Annotation A story is told about the friendship between two children who attend elementary school together. The need for school and community integration to help foster friendships and interdependence in the lives of individuals with disabilities is emphasized.

- **Turnbull, K., & Bronicki, G. (1989). Children can teach other children. Teaching Exceptional Children, 21 (3), 64-65.**

Annotation A study conducted by a second grade student as a science project, investigating the effects of teaching children without disabilities about a student with severe disabilities. The results indicate that teaching does help children to be more comfortable with a person with severe disabilities because they know what to do to support and interact with that individual.

BOOKS AND CHAPTERS

- **Amado, A. N. (1993). Friendships and community connections between people with and without developmental disabilities. Baltimore, MD: Paul H. Brookes.**

Annotation This resource sensitively explores the extensive and mutual benefits of friendships between persons with developmental disabilities and other community members. Highlighting practical ways to use natural social connections as the foundation for building successful friendships, this book examines various issues such as work and leisure relationships, community programs that nurture friendships, gender-related expectations, and religious considerations. From an overview and history of understanding relationships between people with and without disabilities to personal accounts of the friendship-building process, this guide is designed to foster and enhance full community participation.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775
Fax 410/337-8539

ISBN 1-55766-121-9 **Cost** $30.00

New! **Calculator, S. N., & Jorgensen, C. M. (1994). Including students with disabilities in schools: Fostering communication, interaction and, participation. Concord, NH: University of New Hampshire, Institute on Disability.**

Annotation The primary purpose of this book is to provide teachers, SLPs, parents, school psychologists, and others with a vision of how communication and other skills can be taught to students with severe disabilities in regular classrooms and related settings. Communication is not conceptualized as an independent curriculum area nor a goal in and of itself. Instead, it is presented as a means of enhancing students' active participation in meaningful activities in and out of school, and as importantly, as a means for developing and maintaining relationships with family and friends.

Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

603/862-4320
TDD 603/862-4320
Fax 603/862-0034

ISBN 1-565-93-0-800 **Cost** $35.00

- **Grenot-Scheyer, M., Coots, J., & Falvey, M. (1989). Developing and fostering friendships. In M.A. Falvey, Community-based Curriculum: Instructional strategies for students with severe handicaps (2nd ed.), (pp. 345-358), Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

Annotation An overview of the process by which friendships can develop and be maintained between people with and without severe disabilities. They describe curricular considerations and instructional strategies that are pertinent in facilitating friendships

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775

ISBN 1-55766-023-9 **Cost** $30.00

New! **Lowell-York, J., Kronberg, R. M., & Doyle M. B. (1995). Module 2–Curriculum as everything students learn in school: Creating a classroom community. Baltimore, MD: Paul H. Brookes.**

Annotation Discover the importance of a very powerful source of support for students with and without disabilities - their peers! You'll learn effective strategies for creating a sense of community in the classroom, assisting students to form relationships that are respectful of differences and value each other's unique capacities and diverse contributions.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

899/638-3775
Fax 410/337-8539

ISBN 1-55766-207-X **Cost** $34.00 Facilitator guide
$16.00 Three participant guides

• **Meyer, L. H. (1992). Future directions for social skills training research: A critique and a challenge. In S. Sacks (Ed.), The Robert Gaylord-Ross Memorial Symposium: The status of social skills training in special education and rehabilitation: Present and future trends, Vanderbilt University Department of Special Education and San Francisco State University's Social Skills Implementation Project.**

Annotation This chapter is an invited summary response to presentations at a two-day symposium on social skills interventions research for persons with developmental disabilities, and introduces theoretical and practical reasons for a new direction and perspective for research on social competence and social relationships. The need for special educators to become better informed about innovations and school reform efforts in regular education is emphasized, and the challenges of returning special education to the mainstream particularly as these pertain to multiculturalism in education and demographic diversity issues are raised. finally, the paper calls for a coalition of activity to redirect a national agenda to better address the needs of all of American's children.

Source Attn: Special Project , Consortium, Huntington Hall,150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881

ISBN Not available **Cost** $1.00

• **Meyer, L. H., & Evans I. M. (1993). Meaningful outcomes in behavioral intervention: Evaluating positive approaches to the remediation of challenging behaviors. In J. Reichle, & D. Wacker (Eds.), Communicative alternatives to challenging behavior, Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

Annotation This chapter challenges traditional assumptions about how to build a meaningful data base to support the interventions that might be recommended to modify challenging behaviors--or to change any behavior in any person as a part of the IEP or a behavior treatment process. Suggestions are offered for the kinds of meaningful outcomes that must be the focus of further experimental study and how we might modify our research strategies to enable us to evaluate such outcomes.

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775

ISBN 1-55766-082-4 **Cost** $44.00

- **Murray-Seegert, C. (1989). Nasty girls, thugs, and humans like us: Social relations between severely disabled and nondisabled students in high school. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation A description of a year-long ethnographic study of the social interaction between students and the cultural climate conducive to integration in an inner city high school.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-024-7 **Cost** $22.00

- **Nisbet, J. (1992). Natural supports in school, at work, and in the community for people with severe disabilities. Baltimore, MD: Paul H. Brookes Publishing Co. Inc.**

  Annotation A description and discussion of the use of natural supports (friends, family members, community members, classmates, and co-workers) for persons with disabilities. Includes a first-hand account of a day in the life of a fifth grade boy with disabilities as he attends school. This story and many others throughout the book provide useful ideas and strategies for increasing and sustaining natural supports.

  Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

  800/638-3775

  ISBN 1-55766-101-4 **Cost** $29.00

- **Perske, R. (1988). Circles of friends: People with disabilities and their friends enrich the lives of one another. Nashville, TN: Abingdon Press.**

  Annotation A collection of true stories and issues to consider regarding friendships between people with disabilities and people without disabilities. The narrative is complemented by beautiful illustrations done by Martha Perske which depict the people in the stories.

  Source Abingdon Press, 201 Eighth Avenue South, Nashville, TN 37203

  615/749-6290
  800/251-3320
  Fax 615/749-6512

  ISBN 0-687-0839-7 **Cost** $9.95

New! **Westridge Young Writers Workshop. (1994). Kids explore the gifts of children with special needs. Santa Fe, NM: John Muir Publications.**

Annotation Students from intermediate, and middle school classes wrote about peers with disabilities. The students participated in a summer writing project. The results of the summer project is a collection of essays presented in this volume compiled by the teacher.

Source John Muir Publications, PO Box 613, Santa Fe, NM 87504

ISBN 1-56261-156-9 **Cost** $9.95 Canada $13.50

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

New! **Abery, B., Schoeller, K., & Fahnestock, M., (1994). Yes I can program. Minneapolis, MN: University Of Minnesota, Institute on Community Integration.**

Annotation A 20-lesson curriculum for junior and senior high school students designed to establish peer support for students with developmental disabilities as they overcome barriers to social inclusion.

Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

612/624-4512 **Cost** $25.00 Student Manual
$25.00 Teacher Manual
Please call for ordering information.

- **Ayres, B., Davis, M., Ironside, K., Copani, N., & Slavin, H. R. (1992). Promoting social interactions and friendships at school, work, and home. Syracuse, NY: Teacher Leadership Inservice Project, Study Group Report Series #4, 30.**

Annotation This module is the product of a two-year long study group activity by teachers and parents from several central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices. The module describes activities for students with severe disabilities and their non disabled peers in inclusive school and community environments. An emphasis is placed upon age-appropriate informal peer interactions that occur at school and home with teacher and parent support. Several stories told by a parent about successful examples of peer relationships that extend beyond the school day are included.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $5.00

- **Buswell, B. E. (1989). A workshop on friendship-building strategies. Colorado Springs, CO: PEAK Parent Center, Inc.**

Annotation A description of a workshop that can be designed to assist educators and families to think about the nature of their personal relationships and then explore strategies they can use to assist children in developing friendships. The workshop is intended to be two and one half hours in length and is designed to be interactive so participants can be actively involved in the learning process. The training kit includes script, objectives, transparencies, and bibliography.

Source PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918

719/531-9400. **Cost** $39.00

- **Floyd, N. M. (1993). Community connections. Minneapolis, MN : University Of Minnesota, Institute on Community Integration.**

  Annotation This booklet consists of 36 15-20 minute lessons to facilitate positive relationships, communication, and a sense of community among students during advisory period or homeroom in middle school (grades 5-8).

  Source Institute on Community Integration, University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $4.00 Please call for ordering information.

- **Heyne, L. A., Schleien, S. J., & McAvoy, L. H. (1993). Making friends: Using recreation activities to promote friendship between children with and without disabilities. Minneapolis, MN: University Of Minnesota: Institute on Community Integration.**

  Annotation A handbook of useful information for parents, school staff, and recreation professionals to encourage and assist the development of friendships between children with and without disabilities. Chapters on what friendship means for children, barriers to friendship, how to encourage friendships, and how to facilitate friendship development in recreational activities are included.

  Source University of Minnesota, Institute on Community Integration, 109 Pattee Hall, 150 Pillsbury Dr. SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $10.00 Please call for ordering information.

- **Lewis, L., Miller, M., Riggs, S., & Stewart, C. (1989). Let's pretend!: A collection of socio-dramatic play ideas for the classroom. Des Moines, IA : Des Moines Public Schools.**

  Annotation A manual focused on promoting interactions among peers, and learning social skills that facilitate communication with a wide variety of people. The suggested activities provide all children in the classroom with opportunities to communicate and work on improving their interpersonal skills.

  Source Des Moines Public Schools, Linda Lewis, Training Coordinator, Smouse School, 2820 Center Street, Des Moines, IA 50312

  515/277-6238 **Cost** $10.00.

- **Meyer, L. H., Reichle, J., McQuarter, R., Cole, D., Vandercook, T., Evans, I., Neel, R., & Kishi, G. (1985). Assessment of Social Competence (ASC): A scale of social competence functions, revised. Syracuse, NY: Center on Human Policy and Minneapolis, MN: University of Minnesota, Institute on Community Integration.**

Annotation The Assessment of Social Competence (ASC) is a measure of 11 social competence functions and developmental hierarchies within those functions. The assessment progresses from the earlier forms of each function to mastery levels of performance as displayed by adults. A series of validation studies conducted with children with severe disabilities and young adults with mild to severe disabilities supports the reliability and validity of the ASC. A particularly useful feature is its utility to document progress by children with the most significant disabilities: The ASC was originally designed as a social competence measure to document change in children with severe disabilities as a function of school integration and social interaction experiences with non disabled peers (every child receives a score on the ASC, that is, no one will be scored as "untestable", and the ASC is extremely sensitive to even small changes in social competence). As an alternative to labor intensive direct observations of isolated social skill targets, the ASC offers a comprehensive and criterion-referenced assessment for use in both descriptive and intervention social skill research.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $10.00 Please call for ordering information.

- **National Easter Seal Society. (1990). Friends who care: A disability awareness program for elementary students. Chicago, IL: National Easter Seal Society.**

Annotation A curriculum to facilitate awareness of the strength of peers with disabilities. Includes a teacher's guide, worksheets, posters, and a videotape which includes some exercises and interviews with students of various ages with different disabilities. This video is available only to educators.

Source National Easter Seal Society, 70 East Lake Street, Chicago, IL 60601

312/726-6200 **Cost** $25.00 + Shipping/handling

- **Schaffner, C. B., & Buswell, B. E. (1992). Connecting students: A guide to thoughtful friendship facilitation for educators and families. Colorado Springs, CO: PEAK Parent Center.**

Annotation A discussion of friendship facilitation which gives a description of what facilitation is, why it is important, and concrete strategies for facilitating friendships. Each chapter includes reflection exercises.

Source PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918

719/531-9400 **Cost** $9.50

- **Slavin, H. R. (1991). Positive approaches for challenging behaviors: A process to foster learning, teaching, and prosocial interactions. Syracuse, NY: Syracuse University, Center on Human Policy.**

  Annotation This is a draft that focuses upon how positive approaches are defined, and the types of positive approaches that are available to use with challenging behaviors. This manuscript is written primarily from the perspective of how one's interactions can directly affect behavior. The information contained is readable at a lay person's level, and parents who have children with and without disabilities and behavior problems may also find it helpful to use at home.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $2.00

- **The Roeher Institute. (1990). Making friends: Developing relationships between people with disabilities and other members of the community. North York, Ontario: The Roeher Institute.**

  Annotation An exploration of friendships, which discusses how the presence or lack of friends affects individuals. Several key factors related to friendship development between people with and without disabilities are described.

  Source The Roeher Institute, Kinsman Building, York University, 4708 Keele Street, North York, Ontario, M3J 1P3

  416/661-9611 **Cost** $16.00
  Fax 416/661-5701

- **Voeltz, L. (1980). The Acceptance Scale. University of Hawaii Department of Special Education.**

  Annotation Separate versions of The Acceptance Scale were validated and are available for use with lower elementary (grades K-1, assumed to be nonreaders) and secondary level (grades 7-9 and, by extension, grades 10-12) regular education children to assess their attitudes toward children with disabilities. Different dimensions of acceptance by age have been supported in research with large samples of typical children carried out originally in Hawaii, and subsequently in numerous replications studies of the effects of contact between students with and without severe disabilities in integrated schools. Detailed information on the validity and reliability of the scale is available in Voeltz (1980) and Voeltz (1982); references will be provided to those requesting information on the scale. The scale is easily administered to classroom groups of children (no more than two classrooms at a time) in approximately 20 minutes, and directions for The Acceptance Scale requires completion of an intended use form that will include permission to use and duplicate the measure.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $10.00

BEST COPY AVAILABLE

- **Walker, P., Edinger, B., Willis, C., & Kenney, M. E. (1988). Beyond the classroom: Involving students with disabilities in extracurricular activities at Levy Middle School. Syracuse, NY: Syracuse University, Center on Human Policy.**

  Annotation A description of a project in which students with severe disabilities participated in after school activities with peers without disabilities.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-3851 **Cost** $3.63

- **Zeph, L., Gilmer, D., Brewer-Allen, D., & Moulton, J. (Eds.) (1992). Creating inclusive educational communities: Kids talk about inclusive classrooms. Orono, ME: University of Maine, The Center for Community Inclusion.**

  Annotation A compilation of stories written by classmates of students with disabilities. The writings of these students exemplify the fact that friendship enhances the educational experiences of all children. The stories are divided by topics such as valuing differences and overcoming fears, recognizing gifts and capabilities, developing friendships, and learning from one another.

  Source The Center for Community Inclusion, University Affiliated Program, University of Maine, Orono, ME 04469

  207/581-1356 **Cost** $5.00
  Fax: 207/581-1231

FAMILY PERSPECTIVE AND ISSUES

JOURNAL ARTICLES

- **Ayres, C. B. (1988). Integration: A parent's perspective. Exceptional Parent, 18 (6), 22-25.**

  Annotation The mother of a boy with developmental disabilities describes her son's full participation in a regular kindergarten at his local school. The author discusses the fact that integration does not deny disability, but it does acknowledge personhood.

- **Ayres, C. B. (1990). No special bus for me: Andy advocates for himself. Exceptional Parent, 20 (6), 28-34.**

  Annotation An account by a parent regarding the collaboration between her family and the school in order to support her son on the regular school bus rather than the special education bus. Several helpful strategies are described which insured Andy's success in riding the regular bus.

- **Bailey, D., & Winton, P. (1989). Friendship and acquaintance among families in a mainstreamed day care center. Education and Training in Mental Retardation and Developmental Disabilities, 24 (2), 107-113.**

  Annotation A discussion of the relationships between families of children with and without disabilities who attend an integrated day care center. The results suggest that parents of children with disabilities tended not to become acquainted with parents of typically developing children. Additional factors important in interpreting these findings include the fact that few strong relationships were observed within the group of parents of normally developing children and very few opportunities for getting to know one another existed for any of the parents.

- **Boatwright, N. (1993). Circle of friends. Exceptional Parent, 23 (2), 24-26.**

  Annotation A parent shares how inclusion and a "circle of friends" has improved the life of her daughter Amy. The growth and development in Amy as she has she gone from a segregated school to an inclusive environment is described.

- **Bohlin, J. K. (1989). Launching Kevin into the mainstream. Exceptional Parent, 19 (36), 30-33.**

  Annotation A rationale for inclusive education from one parent's perspective. She describes the steps by which she reached the decision to include her son in a general kindergarten class. The author stresses that integration is more than mainstreaming; the child must also be an accepted member of the class.

- **Eggert, C., & Eggert, J. (1991). Margaret goes to school. 'entourage, 6 (3), 15-16.**

  Annotation A Canadian couple tell the story of their personal and legal efforts to convince their local school district to allow their daughter, who has developmental disabilities, to attend her neighborhood school.

- **Elias, L. (1986). Jason goes to first grade. Exceptional Parent, 16 (5), 12-13.**

  Annotation An exploration of parent and school professional perspectives regarding the successful integration of a student with developmental disabilities into first grade.

- **Elias, L. (1980). Jason and the neighborhood kids: Mainstreaming on the home front. Exceptional Parent, 10 (6), 9-12.**

  Annotation A compilation of practical suggestions for parents of children with disabilities to facilitate their child's involvement in his or her neighborhood.

- **Elias, L. (1991). Jason goes to junior high. Exceptional Parent, 21 (6), 20-21.**

  Annotation A mother's thoughts as her son with developmental disabilities makes the transition from a regular elementary school to his local junior high.

- **Elias, L., Goble, G., Schefer, B., & Jacob, J. (1983). Jason goes to kindergarten. Exceptional Parent, 13 (1), 55-57.**

  Annotation A presentation of viewpoints of a parent, a general education teacher, a special education aide, and a principal on the successful integration of a child with developmental disabilities into kindergarten.

- **Fratini, J. (1992). An open letter from the parent of a teenager to parents of younger children. Exceptional Parent, 22 (1), 32-34.**

  Annotation A letter from a parent of a young woman with disabilities which describes the drawbacks of segregated classrooms which can be solved through inclusive education. The author describes her daughter's experience in segregated settings and offers examples of how inclusive educational experiences would have been more beneficial. Throughout the letter, she challenges parents of younger children to pursue inclusive educational opportunities for their children.

New! **Gallivan-Fenlon, A. (1994). Their senior year: Family and service provider perspectives on the transition from school to adult life for young adults with disabilities. Journal of the Association for Persons with Severe Handicaps, 19 (1), 11-23.**

Annotation This study of the transition process for eleven students in their last year of high school reveals weaknesses of transition practices before the passage of Individuals with Disabilities Act (IDEA) of 1990.

- **Giangreco, M. F., Cloninger, C., Mueller, P. H., Yuan, S., & Ashworth, S. (1991). Perspectives of parents whose children have dual sensory impairments. Journal of the Association for Persons with Severe Handicaps, 16 (1), 14-24.**

  Annotation A descriptive analysis of 28 interviews of families with children who have dual sensory impairments. Parents identified four major areas that dominated their thinking related to their child's school experiences: parental perceptions of a "good life", fear, frustration, and change. Each of these themes are discussed. Implications for future research are provided.

- **Giangreco, M. F., Edelman, S., Cloninger, C., & Dennis, R. (1992). My child has a classmate with severe disabilities: What parents of nondisabled children think about full inclusion. Developmental Disabilities Bulletin, 20 (2), 1-12.**

  Annotation A study investigating parents' perceptions regarding the general education classroom placement of students with severe disabilities on their children without disabilities. Data indicate that a majority of the parents report their child's experience was comfortable, had a positive effect on his or her social/emotional growth, and did not interfere with their child's education.

- **Holroyd, N. (1992). She ain't broke (So quit trying to fix her). Exceptional Parent, 22 (6), 70-74.**

  Annotation An open letter to educators from a mother of a child with Down syndrome. In her letter, the mother discusses why a deficit model is not appropriate in her school and community, and how she has to fight to have her daughter accepted as she is.

- **Kozleski, E. B., & Sands, D. J. (1992). The yardstick of social validity: Evaluating quality of life as perceived by adults without disabilities. Education and Training in Mental Retardation and Developmental Disabilities, 27 (2), 119-131.**

  Annotation In this study, adults without disabilities were surveyed using the same Quality of Life survey used for persons with developmental disabilities. The survey included the following six areas: socioeconomic status, personal relationships, participation in community life, access to and outcomes of public and private services, and productivity. Results suggest that certain quality of life indicators are inhibitors to quality while others are contributors to achieving a positive quality of life. Using data from a sample of the typical population helps ensure that programming efforts will support community inclusion of individuals with developmental disabilities.

- **Oberti, C. (1993). A parent's perspective. Exceptional Parent, 23 (7), 18-21.**

  Annotation A brief description of the process that one family went through in order to facilitate the inclusion of their son in general education. The author also describes the benefits afforded to children with and without disabilities when given the opportunities to attend inclusive school communities.

- **Robison, A. Q., & Robison, G. A. (1991). Integration - Don't take it for granted. Exceptional Parent, 21 (6), 22-74.**

  Annotation Two parents of a child with disabilities describe how they and other parents "fought the system" when their school district attempted to remove their children from local schools in order to place them in a segregated program.

- **Schwier, K. M. (1992). Connecting with community. 'entourage, 7 (2), 14-15.**

  Annotation A description of how one family helped their teenager with Down syndrome become connected with and develop friendships with others his own age

- **Strully, J. L., & Strully, C. (1991). Toward inclusiveness. Developmental Disabilities Bulletin, 19 (1), 102-107.**

  Annotation The perspectives of the parents of a teenager with severe disabilities as she graduates from a regular high school. They discuss the importance to their daughter of an education in a regular setting, the reconciliation of the need for inclusion with the need for support, and their personal vision of inclusive communities.

- **The Roeher Institute. (1992). Rising expectations: Relationships and children with disabilities in the regular school system. 'entourage, 7 (2), 3-6.**

  Annotation A frank discussion with several parents of children with disabilities who are members of general education classrooms about the challenges and barriers which they and their children have faced.

BOOKS AND CHAPTERS

- **Moore, C. (1990). A reader's guide for parents of children with mental, physical, or emotional disabilities (3rd ed.). Rockville, ML: Woodbine House, Inc.**

  Annotation A listing of books, newsletters, journals, organizations, and other resources of information for parents and families of children with disabilities. Includes chapters on specific disabilities, books for children, and topics of special interest including advocacy, parent/professional relationships, and integration.

  Source Woodbine House, 5615 Fishers Lane, Rockvile, MD 20852

  301/468-8800

  ISBN 0-933149-27-1 **Cost** $14.95

- **Trainer, M. (1991). Differences in common: Straight talk on mental retardation, Down Syndrome, and life. Rocksille, MD: Woodbine House, Inc.**

  Annotation A collection of essays which conveys the thoughts, feelings, and emotions of families who have a member with disabilities. This book provides a rare opportunity for the reader to enter into intimate thoughts and feelings of several families.

  Source Woodbine House, 5615 Fishers Lane, Rockvile, MD 20852

  301/468-8800

  ISBN 0-933149-40-9 **Cost** $14.95

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

- **Arc Minnesota. (1989). Integration in action: Achieving an integrated school program. Minneapolis, MN: Arc Minnesota.**

  Annotation A compilation of information and strategies designed to assist parents and advocates of children with disabilities to achieve an integrated educational program.

  Source Arc-Minnesota, 3225 Lyndale Avenue South, Minneapolis, MN 55408

  612/827-5641 **Cost** $2.00
  800/582-5256

- **Buswell, B. E., & Venaris, J. (1989). Building integration with the IEP. Colorado Springs, CO: PEAK Parent Center.**

  Annotation An outline of concrete strategies for parents as to what to do before, during, and after the IEP meeting in order to facilitate the inclusion of their children into general education classrooms.

  Source PEAK Parent Center, Inc., Integration Project, 6055 Lehman, Suite 101, Colorado Springs, CO 80918

  719/531-9400 **Cost** $3.00

- **Lehr, S., & Taylor, S. J. (Eds.). (1986). Preparing for life: A manual for parents on the least restrictive environment. Boston, MA: Technical Assistance for Parent Programs (TAPP) Project.**

  Annotation A manual outlining questions and responses regarding concerns frequently raised over integrated education. This is a very practical resource in that articulate and sound responses to typical concerns about integration are presented.

  Source Technical Assistance for Parent Programs (TAPP) Project, 312 Stuart Street, Second Floor, Boston, MA 02116

  617/482-2915 **Cost** $5.00

- **McEvoy, M., Peterson, C., & Gaylord, V. (Eds.). (1991). IMPACT, Summer Feature issue on inclusive education (Preschool-1st grade). Minneapolis, MN: University of Minnesota, Institute on Community Integration.**

  Annotation A collection of articles relating to inclusive early childhood education for young children with disabilities. Articles cover parent/family and educator perspectives on inclusion, community impact, inclusive day care, social interaction training, staff training, and transition to kindergarten.

  Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $2.00 Please call for ordering information.

- **Parent-Educator Connection. (1993). Successful integration through home-school partnerships. Des Moines, IA: State Parent-Educator Connection Program.**

  Annotation Integration/inclusion is exciting and frightening at the same time. This manual describes elements of successful integration and provides stories that demonstrate the elements.

  Source Iowa Department of Education, Bureau of Special Education, Grimes State Office Building, Des Moines, IA 50319

  515/271-3936 **Cost** No charge

- **Parker, D., & Moore, C. (1991). Achieving inclusion through the IEP process: A workbook for parents. Hanover, MD: Maryland Coalition for Integrated Education.**

  Annotation A workbook for parents which provides a step-by-step process for using the IEP process to achieve inclusion in general education classrooms in their neighborhood schools. The booklet provides worksheets for parents to use and share with their team members to lay the groundwork for decision-making and effective use of the IEP process.

  Source Maryland Coalition For Integrated Education, 7257 Parkway Drive, Suite 209, Hanover, MD 21076

  410/712-4837 **Cost** $8.00
  $2.00 postage and handling

- **Schaffner, C. B., & Buswell, B. E. (1989). Breaking ground: Ten families building opportunities through integration. Colorado Springs, CO: PEAK Parent Center.**

  Annotation A compilation of stories of 10 families who are working toward full school and community inclusion for their children. Each story includes strategies that family members have found effective in facilitating the full inclusion of their child in their school and neighborhood.

  Source PEAK Parent Center, Inc., Integration Project, 6055 Lehman, Suite 101, Colorado Springs, CO 80918

  719/531-9400. **Cost** $10.00

- **Schaffner, C. B., Buswell, B. E., Summerfield, A., & Kovar, G. (1988). Discover the possibilities: A curriculum for teaching parents about integration. Colorado Springs, CO: PEAK Parent Center.**

  Annotation A guide to integration written by parents of children with special needs. It defines what integration is; offers strategies to make it happen; provides a model for training parents, educators, and others; and discusses challenges to consider for the future.

  Source PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918

  719/531-9400 **Cost** $14.50
  $89.00 Transparencies per set.

PERSONNEL DEVELOPMENT

JOURNAL ARTICLES

- **Aksamit, D., & Alcorn, D. (1988). A preservice mainstream curriculum infusion model: Student teachers' perceptions of program effectiveness. Teacher Education and Special Education, 11 (2), 52-58.**

  Annotation A study of the perceptions of general education student teachers who had been prepared for educating students with disabilities in the mainstream through curricular infusion. Results indicate that the student teachers felt that their preparation to work with students with disabilities was inadequate. Implications and recommendations are made for personnel preparation training programs.

New! **Ayres, B., Meyer, L. H., Erevelles, N., & Park-Lee, S. (1994). Easy for you to say: Teacher perspectives on implementing most promising practices. Journal of the Association for Persons with Severe Handicaps, 19, 84-93.**

Annotation Teachers nominated for their status as "master" teachers from regions in five states known to be implementing most promising practices for students with severe disabilities were surveyed regarding the presence of quality indicators is their programs, their own knowledge of such best practices, and the difficulties they experience in attempting to implement innovative practices. Their responses confirm the importance of staff development activities to assist teachers, but also emphasize the need for information on implementation difficulties in the development of innovative practices that schools are expected to adopt. The limitations of traditional motions about how innovations are developed by researchers and adopted by practitioners are discussed, and suggestions for a more realistic and dynamic relationship to resolve continuing dilemmas are offered.

- **Bernstein-Colton, A., Sparks-Lanver, G. M., Tripp-Opple, J.M. (1989). Collaborative inquiry into developing reflective pedagogical thinking. Action in Teacher Education, 11 (3), 44-52.**

  Annotation The authors describe the differences between Eastern Michigan University and LEAs to prepare pre-service educators to combine reflective practice with sound pedagogical concepts as a major component of their teaching cycle. Described are the goals and content of the coursework that was designed, as well as lessons that were learned by the participants.

New! **Billingsley, F., & Kelley, B. (1994). An examination of the acceptability of instructional practices for students with severe disabilities in general education settings. Journal of the Association for Persons with Severe Handicaps, 19 (2), 75-83.**

Annotation A 51-item questionnaire about appropriate instructional methods for use in general education settings was used to survey project directors, professors, administrators, and researchers who serve persons with severe disabilities. The results of this survey are given and discussed in this article.

New! **Bradley, D. F., & West, J.,F. (1994). Staff training for the inclusion of students with disabilities: Visions from school-based educators. Teacher Education and Special Education, Vol. 17, (2), 117-128.**

Annotation This article discusses a qualitative study designed to assess staff training needs of educators responsible for implementing programs for students with disabilities in general education settings. Participant information was gathered through focus groups categorized into different training components and a framework of ten training units designed for general educators to deliver instruction to students with disabilities. The study concluded that when educators are given opportunities for input into staff training that grows out of their specific experiences and concerns they help make the staff development process more relevant for themselves and they become empowered.

- **Diebold, M. H., & Trentham, L. (1987). Special educator predictions of regular class teacher attitudes concerning mainstreaming. Teacher Education and Special Education, 10 (1), 19-25.**

Annotation An investigation of the predictions of special educators regarding the attitudes of general education class teachers concerning mainstreaming. Special educators consistently predicted that general educators would be more negative about mainstreaming than they actually were.

- **Diebold, M. H., & Voneshenbach, J. F. (1991). Teacher educator predictions of regular class teacher perceptions of mainstreaming. Teacher Education and Special Education, 14 (4), 221-227.**

Annotation A study comparing the predictions of teacher educators regarding the perceptions of regular classroom teachers towards inclusion of students with disabilities and the actual beliefs of classroom teachers. Results indicate that both regular education and special education teacher educators were inaccurate in their predictions of regular classroom teachers opinions about inclusion and that those opinions were much more positive than predicted. Implications of this study are that teacher educators should have more frequent and direct experience with practitioners so that they can have a more accurate idea of what is happening in schools and apply that information in teacher preparation.

- **Elliott, M. A., Jackson, Y., & Alverez, C. (1993). Continuing professional development for urban special educators. Teacher Education and Special Education, 16 (1), 73-82.**

Annotation Changes in student population (i.e., increased student diversity) necessitates changes in teacher preparation. The challenge to restructure schools necessitates the restructuring of both content and process of in-service development. The primary focus of this article is on the Quality Improvement Program Plan as a model for professional development, primarily for special educators and paraprofessionals.

- **Epanchin, B. C., Wooley-Brown, C. (1993). A university-school district collaborative project for preparing paraprofessionals to become special educators. Teacher Education and Special Education, 16 (2), 110-123.**

  Annotation The teacher shortage in Florida was the impetus behind the development of a collaborative venture, between the university and one of the largest public school districts in south Florida, to train paraprofessionals to be fully credentialed educators. All aspects of traditional teacher preparation were re-examined in order to ensure the relevance of curriculum and instruction with the recognition that the paraprofessionals in training would be working full time throughout the preparation. Specific attention was paid to creating linkages between theory and practice. To that end, a master teacher from the school district participated on the curriculum team, teaching and planning together with university faculty.

- **Giangreco, M. F. (1989). Facilitating integration of students with severe disabilities: Implications for "planned change" for teacher preparation programs. Teacher Education and Special Education, 12 (4) 139-147.**

  Annotation A summary of issues based on experiences including children with disabilities, special education change, and organizational theory which provide a framework for conceptualizing a process of change including initiation, planning, implementation, administration, and advocacy. Implications related to the change process as an integral part of teacher preparation programs are discussed.

- **Goodlad, J. I. (1991). Why we need a complete redesign of teacher education. Educational Leadership, 49 (3), 4-10.**

  Annotation Goodlad examined the nature of inservice education to determine if teachers were receiving the necessary information to ground them in the knowledge and skills required to bring about meaningful change. The outcomes of the research indicate that they are not. Additionally, he found that teacher education programs are not preparing teachers with the content and process knowledge necessary to participate in radically changing schools.

- **Guskey, T. R. (1990). Integrating innovations: Proponents of new ideas promote their favorites without seeing connections to other strategies–It's up to school leaders to discover how to integrate a collection of models within their improvement programs. Educational Leadership, 47 (5), 11-15.**

  Annotation Guidelines for innovation selection are provided by this author. Five guidelines for creating a framework in efforts to synthesize the different innovative strategies into teacher practice is provided.

- **Hoover, J. (1987). Preparing special educators for mainstreaming: An emphasis upon curriculum. Teacher Education and Special Education, 10 (2), 58-64.**

  Annotation A discussion of the importance of a thorough knowledge of curriculum by teachers making curricular adaptations for students with disabilities. A series of questions referred to as a "Curriculum Adaptation Guide" is presented to assist educators in selecting and adapting the most appropriate curricular elements when such adaptations are necessary.

- **Janney, R. E., & Meyer, L. H. (1990). A consultation model to support integrated educational services for students with severe disabilities and challenging behaviors. Journal of the Association for Persons with Severe Disabilities, 15 (3), 186-199.**

  Annotation A description of an educational consultation model for inservice training and technical assistance that facilitate improvement in programs designed by teams of parents and educators for students with severe intellectual disabilities and serious behavior challenges in integrated school and community settings. The focus of the model is a student-centered approach in meeting the needs of an individual student and a commitment to non-aversive interventions.

- **Kearney, C. A., & Durand, V. M. (1992). How prepared are our teachers for mainstreamed classroom settings? A survey of post secondary schools of education in New York state. Exceptional Children, 59 (1), 6-11.**

  Annotation A discussion of the preparation of general educators to educate students with disabilities in New York state. Results indicate that a small percentage of classroom teachers receive preservice preparation to teach children with disabilities.

- **Neil, R. (1986). Inservice teacher education: Five causes for failure. Action in Teacher Education 7 (3), 49-55.**

  Annotation The primary mode of the infusion of new information into existing schools is through inservice training. Neil provides a review of the literature on inservice education and isolates five associated problems. Both preservice and inservice training that focuses on individual skill development has little impact on school wide change. Similarly, large-scale, depersonalized inservice opportunities have little impact on significant change.

- **Paul, J. L., Duchnowski, A. J., & Danforth, S. (1993). Changing the way we do our business: One department's story of collaboration with public schools. Teacher Education and Special Education, 16 (2), 95-109.**

  Annotation Educational restructuring paired with the inclusive education movement, has pressured institutes of higher education to consider issues related to personnel preparation. This article describes the efforts of one university's department of special education to respond to the major changes faced by educators of the 1990s. The most significant shift is the total commitment on the part of the university to align its work with the public schools by developing a network of Professional Development Schools that reflect a collaborative model for training and research. An underlying assumption that guided the changes at the university level was that working harder at the same issues was not enough to address the changing needs of today's teachers. Rather, the university needed to change their personnel reparation program in such a way that its research and practices were in alignment with school reform.

- **Peck, C. A., Killen, C. C., & Baumgart, D. (1989). Increasing implementation of special education instruction in mainstream preschools: Direct and generalized effects of non-directive consultation. Journal of Applied Behavior Analysis, 22 (2), 197-210.**

  Annotation A description of non-directive consultation as a process in which the classroom teacher generates ideas on how instruction related to IEP objectives could be carried out during the general education classroom activities, reinforcing that the teacher knows best what might be feasible in the classroom. The results of the two studies support the effectiveness of non-directive consultation for increasing the implementation of IEP- related instruction in the regular preschool classroom, especially for language-related objectives.

- **Phillips, W. C., Alfred, K., Brulli, A. R., & Shank, K. S. (1990). The Regular Education Initiative: The will and skill of regular educators. Teacher Education and Special Education, 13 (3-4), 182-186.**

  Annotation A survey of general educators regarding their willingness and capacity to work with students identified as disabled, resources they believed would promote integration, and their confidence in their abilities to perform duties like writing an IEP or behavioral objectives. The results indicate that: teachers were more willing to work with students with physical disabilities than intellectual, emotional or behavioral disabilities; and consultation with a special education teacher was seen as an important resource in promoting integration. Results are discussed in terms of implications for teacher preservice and inservice training.

- **Pugach, M. C. (1992). Uncharted territory: Research on the socialization of special education. Teacher Education and Special Education, 15 (2), 133-147.**

  Annotation Given that teacher retention and the dynamics of socialization are linked directly, it is critical to examine the variables that have a positive impact on socialization or induction of new teachers. This article reviews available literature on the socialization of new teachers into the workplace from both the functionalist and interpretive perspectives. Variables include: prior experiences and beliefs (based on growing up in schools, observing teachers in the profession on a daily basis); the nature and philosophy of teaching and the workplace itself.

- **Reynolds, M. C., Wang, M. C., & Walberg, H. J. (1992). The knowledge bases for special and general education. Remedial and Special Education, 13 (5), 6-10.**

  Annotation A description of a study where literature was reviewed to specify knowledge about school learning, and educators from various groups were surveyed and asked to judge the importance of the variables and principles identified in the literature review. A strong consensus was found among general and special educators about which variables are considered important.

- **Rosselli, H., Perez, S., Piersall, K., & Pantridge, O. (1993). Evolution of a professional development school: The story of a partnership. Teacher Education and Special Education, 16 (2), 124-136.**

  Annotation The authors describe their experiences in a newly formed professional development school (PDS) in South Florida. Descriptors of PDS include: involvement of the entire school in the education of inservice teachers, a diverse student population, a strong commitment to the collaboration between the university personnel and school district, and a commitment to reflective practice.

- **Sapon-Shevin, M. (1988). Working toward merger together: Seeing beyond the distrust and fear. Teacher Education and Special Education, 11 (3), 103-110.**

  Annotation A discussion of the merger of special and general education. Issues of debate over merger, barriers to discussion of merger, and the reform of teacher education programs to promote merger are among the topics covered.

- **Stainback, S. B., Stainback, W. C., & Harris, K. C. (1989). Support facilitation: An emerging role for special educators. Teacher Education and Special Education, 12 (4), 148-153.**

  Annotation A discussion of the potential of special educators to serve in a support facilitator role for regular class teachers. A rationale for this support facilitator role is provided along with the identification of some skills needed to adequately prepare special educators for the role.

- **Stainback, S., & Stainback, W. (1987). Facilitating merger through personnel preparation. Teacher Education and Special Education, 10 (4), 185-190.**

  Annotation A summary of reasons for advocating a merger of general and special education, including steps to facilitate this merger through teacher training programs in college and university systems.

- **Stone, B., & Brown, R. (1987). Preparing teachers for mainstreaming: Some critical variables for effective preservice programs. Educational Research Quarterly, 11 (2), 7-10.**

  Annotation A study investigating the effects of taking a course on mainstreaming on the attitudes of elementary and secondary teacher candidates is described. Students that had taken the course demonstrated a more positive attitude regarding classroom management skills and perceived ability to develop the academic abilities of children with disabilities.

- **Strong, R. W., Silver, H. F., Hanson, J. R., Marzano, R. J., Wolfe, P., Dewing, T., & Brock, W. (1990). Thoughtful education: Staff development for the 1990s. Educational Leadership, 47 (5), 25-29.**

  Annotation Staff developers discover that by collaborating, and looking for common threads in their projects a better product could be designed. The authors define the skeleton around which staff development planning evolves.

- **Thousand, J. S., Nevin-Parta, A., & Fox, W. (1987). Inservice training to support the education of learners with severe handicaps in their local public schools. Teacher Education and Special Education, 10 (1), 4-13.**

  Annotation An inservice training model designed to train educators to support students with severe disabilities in their local public schools is described. The results of a field-test of the process in five Vermont school districts are presented.

- **Welch, M., & Hardman, M. L. (1991). Initiating change, one university's response to teacher education reform and the education of students with disabilities. Teacher Education and Special Education, 14 (4), 228-234.**

  Annotation A description of the University of Utah's approach to preparing teachers of students with disabilities for educational reform. This program focuses on preparing teachers to understand change and become effective change agents within their schools.

- **Wilczenski, F. L. (1992). Measuring attitudes toward inclusive education. Psychology in the Schools, 29, 306-312.**

Annotation The author describes a 16-item scale which was developed to assess public attitudes toward inclusive education. The analysis encompasses the physical, academic, behavioral, and social dimensions of internal consistency. Cross-validation measures are used to ensure methodology was appropriately employed. Results showed that while practicing educators were in favor of inclusion education, preservice educators were not.

BOOKS AND CHAPTERS

- **Covey, S. R. (1989). The seven habits of highly effective people: powerful lessons in personal change. New York, NY: Fireside, Simon & Schuster.**

Annotation This text describes seven habits of effective people. Beginning with private victories: Be Proactive, Begin With the End in Mind, Put First Things First, Covey discusses inner order. He then goes on to the public victories: Think Win-Win, Seek First to Understand Then to be Understood, Synergize. The book ends with a discussion on Sharpening the Saw or keeping your self fit physically, spiritually, socially/emotional , and financially. Covey reveals a step-by-step pathway for living with fairness, integrity, honesty, and human dignity -- principles that give us the security to adapt to change, and the wisdom and power to take advantage of the opportunities that change creates.

Source Fireside, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020

ISBN 0-671-70863-5 **Cost** $12.00

New! **Lowell-York, J., Kronberg, R. M., & Doyle M. B. (1995). Creating inclusive school communities: A staff development series for general and special educators. Baltimore, MD: Paul H. Brookes.**

Annotation This staff development series moves beyond theories behind school inclusion to real-life classroom concerns that matter most. Composed of five modules, this innovative approach fives an abundance of activities and discussions on how to create learning environments that benefit all students. Each module consists of a facilitator guide and three consumable participant guides for each module. The modules are *A shared agenda for general and special educators, Curriculum as everything students learn in school: creating a classroom community, Curriculum as everything students learn in school: Planning for transitions and Individualizing learning outcomes* (video accompanies), *Collaboration: Redefining roles, practices and structures* (video accompanies), and*Collaboration: Providing support in the classroom.*

Source Paul H. Brookes Publishing Co., P.O. Box 10624, Baltimore, MD 21285-0624

800/638-3775
Fax 410/337-8539

ISBN Not provided **Cost** $300.00

MANUALS, RESEARCH PAPERS, AND NEWSLETTER ISSUES

New! Burrello, L. C., & Wright, P. T. (Eds.). (1994). Practices for Inclusive Schools, summer 1994. Bloomington, IN: Indiana University, Smith Research Center.

Annotation The successful practice of inclusion rests heavily on the support and acceptance of the school staff. This newsletter issue describes ways in which inclusion has been introduced to school personnel and highlights essential aspects of the process.

Source National Academy CASE, Indiana University, Smith Research Center-100A, 2805 East 10th Street, Bloomington, IN 47405

812/855-5090
Fax 812/855-0692

Cost $79.95 Annual subscription published quarterly
$25.00 Single Copy

- **Hedeen, D., Ayres, B., & Meyer, L. H. (1991). Positive approaches to challenging behavior. Syracuse, NY: Teacher Leadership Inservice Project, Study Group Report Series #1.**

Annotation This module is the product of a two-year long study group activity and a parent from several central New York school districts working with university project staff to develop user-friendly exemplars of innovative best practices. The module is designed to provide educators and parents with an overview of 11 positive approaches to interventions for challenging behavior, with a special focus upon the advantages and disadvantages of each model as presented by the author/s and whether the material specifies strategies that practitioners can use for their own interactions with the student and to structure positive interactions between the student and others (adults and peers).

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881

Cost $ 7.00

- **Janney, R., Black, J., & Ferlo, M. (1989). A problem-solving approach to challenging behaviors: Strategies for parents and educators of persons with developmental disabilities and challenging behaviors. Syracuse, NY: Child-Centered Inservice Project Technical Report.**

Annotation This module gives a step-by-step process for teams to use for implementation of a positive problem-solving approach in typical school and community setting during school years. The module has been widely used by parents and practitioners to work together to plan and put into practice an effective intervention for severe behavioral challenges in students with severe disabilities.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881

Cost $7.00

- **Janney, R. E., & Hedeen, D. (1989). An inservice training module for paraprofessionals in programs serving students with disabilities and challenging behaviors. Syracuse, NY: Child-Centered Inservice Project Technical Report.**

  Annotation This module provides educational assistants and other paraprofessional classroom support staff with the basic principles and practices of positive approaches to solving behavior problems for students with severe disabilities in integrated school and community-based training programs. The module has been widely used by educational personnel in training activities and as support reading for paraprofessionals involved on teams serving students with severe disabilities and other serious behavior problems.

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $4.00

- **Janney, R., & Meyer, L. H. (1988). An inservice training module for teachers of students with developmental disabilities and behavior problems. Syracuse, NY: Child-Centered Inservice Project Technical Report.**

  Annotation This module summarizes basic principles and practices of an educative approach to challenging behavior in integrated school and community-based educational programs, The intervention procedures described were those implemented in a three-year collaborative project to severe students with severe disabilities, serious emotional disturbances, and serious behavioral challenges in regular schools with their same-age non disabled peers (for more detail, see Meyer & Janney, 1992).

  Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

  315/443-1881 **Cost** $6.00

- **Lewis, L. (1989). We're in this together: Resource manual for integrating young handicapped children into day care and preschool programs. Des Moines, IA: Iowa Department of Education.**

  Annotation A manual outlining a comprehensive inservice program for early childhood special educators working together with day care providers and preschool teachers to include children with disabilities in typical preschool environments. The manual includes lesson goals and objectives, handouts, activities, and assignments. Information provided in the areas of preparing the environment for a young child with special needs, teaching strategies, and behavior management are especially thorough.

  Source Des Moines Public Schools, Linda Lewis, Training Coordinator, Smouse School, 2820 Center Street, Des Moines, IA 50312

  515/277-6238 **Cost** $20.00

BEST COPY AVAILABLE

- **Meyer, L. H., & Biklen, D. (1992). Preparing teachers for inclusive schooling: The Syracuse University inclusive elementary and special education teacher preparation program. Syracuse, NY: Syracuse University, School of Education.**

Annotation This paper was written for a collection of innovations in teacher education in New York state reflecting most promising practices in special education. The chapter includes an overview of Syracuse University's Inclusive Elementary and Special Education Program (see also Meyer, Mager, Sarno, 1992) along with a description of the change process--how did a faculty in a school of education go about and succeed in changing their university's teacher education program to create a unified program for all teachers? The processes and successes reported here for one university are intended to assist others as they begin the same process of unifying their own general and special education teacher preparation programs.

Source Attn: Special Project, Consortium, Huntington Hall, 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $5.00

New! **Smith, P., Cuthbertson, D., & Searcy, L. (1994). All children belong. Westfield, NJ: National Parent Network on Disabilities.**

Annotation All Children Belong refers to the opportunity for all students, regardless of the disability, to be educated in age-appropriate regular classrooms. Parents become trained and train other parents in the benefits of inclusion and the importance of inclusion in the school reform movement to improve schools for all students. There are four phases to the training. Phase 1: Creating an Environment for Inclusion to Grow; Phase 2: Making it Happen, Planning and Implementing Inclusion in One Sit; Phase 3: Expanding Inclusion, Opening Doors Throughout the District and Community; and Phase 4: Achieving System, Change, State Initiative for Inclusion (New Jersey). Includes a training manual, related readings manual, and a 180 minute videotape.

Source Statewide Parent Advocacy Network (SPAN), 516 North Avenue East, Westfield, New Jersey 07090

908/654-7726 **Cost** $25.00 Training the trainer manual
$40.00 Related readings
$28.00 Teleconference video
$15.00 Teleconference book
Free brochure

- **Tashie, C., Shapiro-Barnard, S., Dillon A. D., Schuh, M., Jorgensen, C., & Nisbet, J. (1993). Changes in latitudes, changes in attitudes: The role of the inclusion facilitator. Concord, NH: University of New Hampshire, Institute on Disability.**

Annotation Through the use of anecdotal stories, discussion, and strategies this booklet describes the "best practices" of inclusive education in New Hampshire. An easy to read, brief description is given for advocacy, family involvement, peer support and friendship, modifying curriculum, collaboration, and coordination of support services. This document would be an excellent introduction or overview of inclusive education practices.

Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595

603/862-4320 **Cost** $7.00
TDD 603/862-4320
Fax 603/862-0034

GENERAL INCLUSIVE EDUCATION RESOURCES

CHILDREN'S BOOKS

- **Bergman, T. (1989). We laugh, we love, we cry: Children living with mental retardation. Milwaukee, WI: Garth Stevens Inc.**

  Annotation This book contains photographs and the stories of two children with mental retardation, an account of the children's family history is presented. The author walks through the events/ activities that occur in both children's lives in relationship to their environment, including their parents, therapists, doctors, and friends. The book concludes with answers to questions from children about mental retardation.

  Source Garth Stevens Children's Books, 1555 North River Center Drive, Suite 201, Milwaukee, WI 53212

  414/225-0333

  ISBN 1-55532-914-4 **Cost** $13.95

- **Berkus, C. W. (1992). Charlsie's chuckle. Rockville, ML: Woodbine House, Inc.**

  Annotation A story of a seven year old boy with Down Syndrome who helps bring his community together through his infectious laugh. Charlie goes for a bike ride and happens upon a city council meeting where a great deal of disagreement is taking place on how to help people within their town. Charlie gets this group of people laughing which leads to them amicably resolve their differences.

  Source Woodbine House, Inc.,5615 Fishers Lane, Rockville, ML 20852

  800/843-7323

  ISBN 0-933149-50-6 **Cost** $14.95

- **Brown, T. (1984). Someone special just like you. New York, NY: Henry Holt and Company.**

  Annotation A book which presents the message that we should accept one another as the unique individuals that we are and not judge on the basis of physical appearances or limitations. It shows how we all have different abilities and that each of us is someone special.

  Source Henry Holt and Company, Inc., 115 West 18th Street, New York, NY 10011

  ISBN 0-8050-0481-5 **Cost** $15.95

- **Cairo, S., Cairo, J., Cairo, T. (1985). Our brother has Down syndrome: An introduction for children. Toronto: Annick Press Ltd.**

  Annotation A description by two sisters of their younger brother, the things they enjoy doing with him, and the many ways in which he is similar to other young children.

  Source Firefly Books Ltd., 250 Sparks Avenue, Willowdale, Ontario, Canada M2H 2S4

  800/387-5085
  416/221-4802

  ISBN 0920303315 **Cost** $4.95

- **Carle, E. (1975). The mixed up chameleon. New York, NY: Harper Collins Publisher.**

  Annotation The story of a chameleon who changes into many different animals before discovering that it is best just to be himself. Teaches children to accept themselves and others as they are.

  Source Harper Collins Publisher, 10 E. 53rd New York, NY 10022-5299

  212/207-7000

  ISBN 0064431622 **Cost** $10.53 (HB) $5.96 (PB)

- **Carlson, N. (1990). I like me. New York, NY: Picture Puffin Books.**

  Annotation A book about self-esteem which teaches children to like themselves as they are.

  Source Picture Puffin Books, 375 Hudson Street, New York, NY 10014-3657.

  212/366-200
  Fax 212/366-2666

  ISBN 0-14-050819-8 **Cost** $3.99

- **Carlson, N. (1990). Arnie and the new kid. New York, NY: Picture Puffin Books.**

  Annotation A story about the friendship that develops between Arnie and Philip, a boy who uses a wheelchair, when Arnie has an accident which causes a temporary disability.

  Source Picture Puffin Books, 375 Hudson Street, New York, NY 10014-3657.

  212/366-200
  Fax 212/366-2666

  ISBN 0-14-050945-3 **Cost** $4.99

- **Dwight, L. (1992). We can do it! New York, NY: Checkerboard Press, Inc.**

  Annotation This children's book uses photos of children with various disabilities gaining independence. Appropriate for primary grade students. Many good images of the children's abilities.

  Source Checkerboard Press, Inc., 30 Vesey Street, New York, NY 10007

  ISBN 1-56288-301-1 **Cost** $7.95

- **Gross, R. B. (1991). You don't need words!: A book about ways people talk without words. New York, NY: Scholastic Inc.**

  Annotation A children's book that's not just for children! This delightful book introduces children and adults to the many ways that people communicate without using their voices.

  Source Scholastic, Inc., 730 Broadway, New York, NY 10003

  ISBN 0-590-43897-2 **Cost** $13.95

- **Havill, J. (1989). Jamaica tag-along. Boston, MA : Houghton Mifflin Company.**

  Annotation When her older brother refuses to let her tag along with him, Jamaica goes off by herself and allows a younger child to play with her.

  Source Houghton Mifflin Company, 2 Park Street, Boston, MA 02108

  800/323-5663

  ISBN 0-395-54949-3 **Cost** $4.95

- **Heine, H. (1986). Friends. New York, NY. MacMillan Publishing Company.**

  Annotation A story about a pig, a mouse, and a rooster who are friends even though they are very different from each other.

  Source MacMillian Publishing Company, Inc. 866 Third Ave. 21st Floor, New York, NT 10022

  800/257-5756

  ISBN 0-689-71083-6 **Cost** $4.95

- **Henkes, K. (1988). Chester's way. New York, NY: Picture Puffin Books.**

  Annotation Chester and Wilson share the same exact way of doing things until Lilly moves into the neighborhood and shows them that new ways can be just as good.

  Source Puffin Books, 375 Hudson Street, New York, NY 10014

  212/366-200
  Fax 212/366-2666

  ISBN 0-14-054053-9 **Cost** $4.99

- **Hoffman, M. (1991). Amazing Grace. New York, NY: Scholastic Inc.**

  Annotation Grace can do anything she puts her mind to. Her families encouragement get her to try out for Peter Pan. Despite other's discouraging words, Grace auditioned and won the part in the school play.

  Source Scholastic Inc., 2931 E. McCarty Street, Jefferson City, MO 65101

  800/325-6149

  ISBN 0-590-46009-9 **Cost** $3.95

- **Kraus, R. (1971). Leo the late bloomer. Simon and Schuster, Inc.**

  Annotation A story about Leo the lion, who learns and develops slowly. Teaches children that not everyone learns at the same rate or in the same way and that is okay.

  Source Harper Collins Children's Books, 10 East 53rd Street, New York, NY 10022-5299

  21-207-7000

  ISBN 066443348X **Cost** $5.95

- **Lionni, L. (1963). Swimmy. Dragonfly Books.**

  Annotation A story of how Swimmy and his friends worked together to keep everyone in their school of fish safe.

  Source Scholastic Inc., 2931 E. McCarty Street, Jefferson City, MO 65101

  800/325-6149

  ISBN 0-394-82620-5 **Cost** $3.99

- **Moore, A. (1990). Broken arrow boy. Kansas City, MO: Landmark Eds.**

  Annotation This book is a remarkable account of Adam Moore's recovery from an unusual accident. When Adam was eight-years old he fell and an arrow ran into his head. Adam is both the author and illustrator of this book.

  Source Landmark Eds. Inc., P.O. Box 4469, Kansas City, MO 64127

  816/241-4919

  ISBN 0-933849-24-9 **Cost** $12.95

- **Moss, D. (1989). Shelley, the hyperactive turtle. Rockville, ML: Woodbine House, Inc.**

  Annotation A story about Shelley, a turtle who is hyperactive. It describes what hyperactivity is and some ways to help manage.

  Source Woodbine House, 5615 Fishers Lane, Rockville, MD 20852

  800/843-7323.

  ISBN 0-933149-31-X **Cost** $12.95

- **Moss, D. (1989). Lee, the rabbit with epilepsy. Rockville, ML: Woodbine House, Inc.**

  Annotation A story about Lee, a rabbit who has a seizure disorder. The story describes what different types of seizures are like and how they are treated.

  Source Woodbine House, 5615 Fishers Lane, Rockville, MD 20852

  800/843-7323.

  ISBN 0-933149-32-8 **Cost** $12.95

- **Petty, K., Firmin, C. (1991). Feeling left out. Barron's Educational Series Inc.**

  Annotation A story about a boy who is new at school and how badly he feels when he has no one to play with.

  Source Barrons Educational Series, P.O. Box 8040, 250 Wireless Blvd., Hauppauge, NY 11788

  800/645-3476

  ISBN 0-8120-4658-7 **Cost** $4.95

- **Rabe, B. (1988). Where's Chimpy? Philadelphia, PA: Albert Whitman & Company.**

  Annotation A book which takes us through a day in the life of a girl with Down Syndrome named Misty, and her father. Misty's day turns out to be much like that of any little girl.

  Source Childswork/Childsplay, Center for Applied Psychology, 441 N. 5th Street Third Floor, Philadelphia, PA 19123

  800/962-1141

  ISBN 0807589276 **Cost** $12.95

- **Rosenberg, M. B. (1983). My friend Leslie: The story of a handicapped child. New York, NY. Lothrop, Lee & Shepard Books.**

  Annotation A true story about the friendship between Leslie, who has multiple disabilities, and Karin. It shows the importance of the friendship to both girls and shows how Karin provides the extra support that Leslie needs in school.

  Source Lothrop, Lee, and Sephard Books, 1350 Avenue of Americas, New York, NY 10019

  800/843-9389

  ISBN 0688016901 **Cost** $13.95

- **Spier, P. (1980). People. New York, NY: Doubleday.**

  Annotation An illustrated description of the rich diversity of people in the world. Provides the message that differences should not only be tolerated, but celebrated.

  Source Doubleday and Company, Inc., 1540 Broadway, New York, NY 10019

  800/843-9389

  ISBN 038524469X **Cost** $9.95

- **Taylor, R. (1991). All by self. Boulder, CO: Light On.**

  Annotation A story in which the father of a child with disabilities describes his relationship with his son and some of the special moments in their lives. The book was written with the intent of fostering more knowledge in all children about children with disabilities.

  Source Light On Books and Videotapes, P.O. Box 8005 Suite 358, Boulder, CO 80306

  303/444-3340

  ISBN 0-938991-75-2 **Cost** $12.00

- **Whinston, J. L. (1989). I'm Joshua and "Yes I can" Philadelphia, PA: Vantage Press.**

Annotation A story about a boy with cerebral palsy and his first day of first grade. It describes Joshua's fears and anxieties and gives an account of how he is supported to become a member of his school community.

Source Childswork/Childsplay, Center for Applied Psychology, 441 N. 5th Street Third Floor, Philadelphia, PA 19123

800/962-1141

ISBN 0533079594 **Cost** $7.95

VIDEOTAPES

- **AGH Associates, Inc., (Producer). (1993). Plain Talk: Teacher to Teacher. Hampton, NH: AGH Associates, Inc.**

Annotation Elementary and secondary general educators candidly describe their experiences with having students with disabilities included in their classrooms. They discuss their initial thoughts and feelings and the impact of inclusion on students with and without disabilities, themselves, and their classrooms.
[27 minutes]

Source AGH Associates, Inc., Box 130, Hampton, NH 03842

603/926-1316 **Cost** $65
15% Shipping/Handling

New! **AGH Associates, Inc. (Producer). (1994). Disability awareness in an inclusive setting Hampton, NH: AGH Associates, Inc.**

Annotation This slide-tape video presents and overview of inclusion and what happens in inclusive classrooms. It is appropriate for an initial presentation to staff, or as the focus of a PTA or community group meeting.
[7 minutes].

Source AGH Associates, Inc. Box 130, Hampton, NH 03843

603-926-1316 **Cost** $35.00 Shipping and handling
Fax 603-926-3689

New! **Axis Consultation and Training (Producer). (1994). New Students, New Questions: Supporting the Classroom Teacher in an Inclusive School. Port Alberta, BC: Axis Consultation and Training.**

Annotation Norman Kunc and Emma Van der Klift guide the audience through a video/workbook training program designed for classroom teachers, administrators, and district resource staff and outlines the supports that need to be in place for classroom teachers if inclusion is to be successful. The information is based on the experience of the presenters, as well as the input from classroom teachers throughout North America. The five areas of support discussed in this presentation are: information, collaborative planning, shared agreement on goals and expectations, classroom and school based supports, and classroom assistants. This program also addresses the question of fair and appropriate evaluation as well as offers some suggestions on how to support students with atypical or non-compliant behavior.

Source Axis Consultation and Training, 4623 Elizabeth Street, Port Alberta, B.C., Canada V9Y 6L8

604/723-6644 **Cost** Not available
Fax 604/723-0688

- **Axis Consultation and Training (Producer). (1993). The Other Side of Therapy: Disability, Normalcy, and the Tyranny of Professionalism. Port Alberta, BC: Axis Consultation and Training.**

Annotation In this presentation, Norman Kunc points out that individuals with disabilities have "the right to be disabled." He describes how a series of events in his life led him to the realization that his disability was not a deficiency within him, but was a part of his diversity as a person. Norman recounts his experience with rehabilitation and questions whether therapy really serves the best interests of the client or whether it is simply a symptom of a society which idolizes normalcy, and perfection. He explores many of the assumptions which underlie rehabilitation and offers suggestions on how parents can help their children with disabilities work toward physical well-being rather that feeling pressured to "fix" their child through relentless therapy.
[90 minutes]

Source Axis Consultation and Training, 4623 Elizabeth Street, Port Alberta, B.C., Canada V9Y 6L8

604/723-6644
Fax 604/723-6688

Cost $50.00 Video
$13.00 Audio tape
$5.00 Shipping and handling

- **Axis Consultation and Training (Producer). (1993). The Story of the Stranger. Port Alberta, BC: Axis Consultation and Training.**

Annotation In a humorous talk, Norman Kunc describes what it was like to have cerebral palsy and go to a regular high school. He shares with the students his discovery that he didn't need to hide his disability in order to be liked. Norman then generalizes this message and talks about how most people feel that they're not good enough as they are and continuously strive to find a place where they feel like they belong. Norman stresses that it is vital for schools to create a sense of belonging in all students, and especially for those students who have been seen as the strangers in our midst. If students and teachers can begin to like themselves as they are and seek the stories of the strangers in our midst, then we will begin to create schools which are safe and energetic places to learn.
[50 minutes]

Source Axis Consultation and Training, 4623 Elizabeth St., Port Alberta, B.C., Canada V9Y 6L8

604/723-6644
Fax 604/723-6688

Cost $50.00 Video
$13.00 Audio tape
$5.00 Shipping and handling

- **Axis Consultation and Training (Producer). (1993). Inclusive Education: Rediscovering Our Right to Belong. Port Alberta, BC: Axis Consultation and Training.**

Annotation In a fast paced and challenging presentation, Norman Kunc explores the attitudes, assumptions, and fears that prevent students with disabilities from being included into regular classrooms. He maintains that our current emphasis on achievement, tracking, and segregation leads most, if not all students to see their membership in school and their "sense of belonging" as something which must be earned. A central tenet of inclusive education is that belonging is an inherent need of all people and must not be reserved for the "best of us." Learning to value and work with a diversity of people is the first step in building an education system which fosters a sense of belonging among students and staff. Inclusive education may prove to be a vital catalyst in this process.
[120 minutes]

Source Axis Consultation and Training, 4623 Elizabeth Street, Port Alberta, B.C., Canada V9Y 6L8

604/723-6644
Fax 604/723-6688

Cost $50.00 Video
$13.00 Audio tape
$5.00 Shipping and handling

- **Barker, J. A., Christensen, R. J. (Producers). (1990). The Power of Vision. Burnsville, MN: Charthouse Learning Corporation.**

Annotation A demonstration of how a meaningful vision of the future empowers us to solve problems and accomplish goals in the present. Examples are used to emphasize how clear visions of the future impact organizations and individuals, adults and children.
[30 minutes]

Source Charthouse Learning Corporation, 221 River Ridge Circle, Burnsville, MN 55337-9838

800/328-3789

Cost $895.00
$75.00 Two-day viewing fee

- **Becky Till Action Fund (Producer). (1990). Becky Belongs. Aurora, Ontario: The Becky Till Action Fund.**

Annotation A collection of news stories and television program segments documenting the struggle encountered by the parents of Becky Till to have her included in general education classes at their neighborhood high school. Rationale for inclusive education is emphasized strongly and repeatedly throughout the tape.
[59 minutes]

Source The Becky Till Action Fund, c/o Beth French, 1 Thompkins Cresent, Aurora, Ontario Canada L4G 3W7

Cost $25.00
$4.00 Shipping & handling

- **Beyond War (Producer). (1989). One. Palo Alto, CA: Foundation for Global Community.**

Annotation Visual images and sounds which strives to convey the oneness of all life are presented. Both harsh reality images (e.g., death, environmental destruction, violence) and hopeful visions of people and other life living in interdependence and harmony are presented. Appropriate for grades 5 through adult. Discussion guide available.
[10 minutes]

Source Foundation for Global Community, Distribution Department, 222 High Street, Palo Alto, CA 94301

415/328-7756 **Cost** $20.00

- **British Columbia Association for Community Living (Producer). (1990). Hello My Friends. North York, Ontario: Association for Community Living.**

Annotation Depicts elementary age children learning together in a variety of school situations. Provides good examples of how membership, participation, and learning are assured and how curriculum for students with disabilities is determined.
[18 minutes]

Source The Roeher Institute, Information Services, Kinsmen Building, York University, 4700 Keele Street, North York, Ontario, Canada M3J 1P3

416/661-9611 **Cost** $40.00
Fax 416/661-5701

- **CASE Research Committee (Producer). (1993). Two Faces of Inclusion: The Concept and the Practice and Facing Inclusion Together. Reston, VA: Council for Exceptional Children.**

Annotation Videotape package set contains two tapes: Two Faces of Inclusion: The Concept and the Practice. Facing Inclusion Together. May be purchased as set or individually. Two Faces of Inclusion is a conversation format with leading scholars and educators as well as family members regarding the debate of inclusion and provision of education for all learners. Facing Inclusion Together discusses issues teachers and related service providers face in supporting all students. Specific attention is given to negotiating new relationships between teachers, and shared ownership in the classroom.
[50 minutes each tape]

Source Council for Exceptional Children 1920 Association Drive, Reston, VA 22091-1589

800/232-7323 **Cost** $178.00 Video set CEC members
703/620-3660 $159.95 Video Set CASE members
Fax 703/264-9494 $99.00 Individual video CEC members
TDD 703/264-9446 $89.95 Individual video CASE members

- **Center for Ministry with Disabled People (Producer). (1993). PATH: Planning Alternative Tomorrows With Hope. Toronto, Ontario: Center for Integrated Education and Community.**

Annotation A presentation of the PATH process in action, as facilitated by Jack Pearpoint and Marsha Forest. It shows in detail how the process is used to problem solve around difficult issues. Steps in the process include: developing a vision, identifying the goal, looking at what is currently happening, enrolling people resources, building upon strengths, action planning, and long range, short range, and immediate steps to be taken.
[59 minutes]

Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M614 255

416/658-5363 **Cost** $55.00
$5.00 Shipping and handling

- **Center for Ministry with Disabled People, (Producer). (1990). Building the School Team. Dayton OH: Center for Ministry with Disabled People.**

Annotation A presentation by Fr. Patrick Mackan on forming student teams to support students with disabilities in inclusive education school communities. An explanation of the MAPS process is provided along with examples of how the process could be implemented for self or families.
[40 minutes]

Source Center for Ministry with Disabled People, Service Training and Resources, Dayton, OH 45469

513/227-4325 **Cost** $30.00

- **Center for Ministry with Disabled People (Producer). (1990). Circle of Friends. Dayton OH: Center for Ministry with Disabled People.**

Annotation A presentation by Marsha Forest and Jack Pearpoint providing stories of and description of the strategy for creating a circle of friends (two parts on one videotape).

Source Center for Ministry with Disabled People, Service Training and Resources, Dayton, OH 45469

513/227-4325 **Cost** $30.00

- **Center for Ministry with Disabled People (Producer). (1990). Multi-Action Plans: MAPS. Dayton OH: Center for Ministry with Disabled People.**

Annotation The MAPS process is demonstrated at the elementary level by David Hasbury. Explanation of the process is integrated within the demonstration.
[31 minutes]

Source Center for Ministry with Disabled People, Service Training and Resources, Dayton, OH 45469

513/227-4325 **Cost** $30.00

- **Center for Ministry with Disabled People (Producer). (1990). The Inclusive Classroom. Dayton OH: Center for Ministry with Disabled People.**

  Annotation A presentation by Marsha Forest on the rationale for moving towards more inclusive school communities. Examples of students included in school communities are highlighted.
  [46 minutes]

  Source Center for Ministry with Disabled People, Service Training and Resources, Dayton, OH 45469

  513/227-4325 **Cost** $30.00

- **Christensen, R. J. (Producer/Director). (1989). Discovering the Future: The Business of Paradigms, 2nd Edition. Burnsville, MN: Charthouse Learning Corporation.**

  Annotation An explanation of a paradigm--"a set of rules and regulations that define boundaries"--and how, by understanding our own paradigms, we can enhance our judgments about, foresight of, and actions to impact the future.
  [38 minutes]

  Source Charthouse Learning Corporation, 221 River Ridge Circle, Burnsville, MN 55337

  612/890-1800 **Cost** $895.00
  800/328-3789 $50.00 One day viewing fee

- **Comforty Mediaconcepts (Producer). (1991). Choices. Evanston, IL: Comforty Mediaconcepts.**

  Annotation A documentary encouraging the inclusion of children with disabilities into general education classrooms. From the Illinois State Board of Education, Department of Education.
  [30 minutes]

  Source Comforty Mediaconcepts, 613 Michigan Ave., Evanston, IL 60202

  708/475-0791 **Cost** $45.00

- **Comforty Mediaconcepts (Producer). (1993). Inclusion: Issues for Educators. Evanston, IL: Comforty Mediaconcepts.**

  Annotation This video is for all educators. It's purpose is to address concerns about inclusive education, nurture faith in the possibility of inclusion, and impart a sense of its great rewards. Like *Choices, Issues for Educators* is documentary in style. It focuses on particular teachers and administrators in Illinois schools but reflects universal experiences. It deals with fears about inclusion, the realities of implementation, the benefits for all teachers and students, strategies for effective inclusive education, and the necessity of teamwork and support systems.
  [20 minutes]

  Source Comforty Mediaconcepts, 613 Michigan Ave., Evanston, IL 60202

  708/475-0791 **Cost** $55.00

- **Comforty Mediaconcepts (Producer). (1993). Families, Friends, Futures. Evanston, IL: Comforty Mediaconcepts.**

Annotation *Families, Friends, Futures* emphasizes for all audiences the need for early inclusion into the community-at-large. It examines how inclusion often begins at school and focuses on two students who, with their friends from school participate in typical community activities. It explores the encouraging effect such participation has on their families' views of their children's future. These vignettes offer a glimpse into the future. They provide a sense of how children with disabilities will grow into adulthood with needs common to all people – to live as independently as possible among a network of other adults who will form the relationships and provide the human services we all require.
[23 minutes]

Source Comforty Mediaconcepts, 613 Michigan Ave., Evanston, IL 60202

708/475-0791 **Cost** $65.00

- **Comforty Mediaconcepts (Producer). (1993). Together We're Better. Evanston, IL: Comforty Mediaconcepts.**

Annotation This three-cassette series offers highlights from a week-long inclusion workshop conducted in the Chicago area in January,1992, by noted inclusion specialists Marsha Forest, Jack Pearpoint, and Judith Snow. Together We're Better provides an overview of their comprehensive program; it introduces inclusion fundamentals to parents, educators, and communities. The presentation creates a basis for understanding individual and group dynamics. It demonstrates ways of analyzing a problem, mapping out the desired result and goal, and finding ways to achieve that goal. A highly motivating program, it presents a set of effective tools and strategies for fostering an inclusive environment. Tape 1 is an introduction to the philosophy of inclusion and the idea of "giftedness" Tape 2 demonstrates various strategies that can be used in inclusive education, and Tape 3 shows the MAPS and PATH process in operation. The tapes are accompanied by The Inclusion Papers and an inclusion /exclusion poster.
[150 minutes]

Source Comforty Mediaconcepts, 613 Michigan Ave., Evanston, IL 60202

708/475-0791 **Cost** $185.00

- **Dobbins, J. (Producer/Director). (1987). Jenny's Story. Islington, Ontario: Integration Action Group.**

Annotation An account of a young woman's movement from an institutional setting as a child, to a segregated school placement, to her current situation as an integrated student in a regular high school. Parents, teachers, and friends comment on the positive impact integration has had, not only on Jenny, but all those whose lives she has touched.
[15 minutes]

Source Integration Action Group, 19 Rivercove Drive, Islington, Ontario M0B 4Y8

416/626-8473 **Cost** $25.00 Members fee
416/851-5098 $40.00 Non-member fee
$3.00 Shipping and handling

- **Edwards, G. (Producer). (1988). That Makes Us Friends. Birmingham, AL: United Cerebral Palsy of Greater Birmingham.**

  Annotation A discussion about similarities among children as told from the viewpoint of a child who has cerebral palsy. This cartoon video and accompanying teacher's guide was produced for use with children between the ages of five and eight. The teacher's guide describes additional discussion topics, supplemental activities, as well as additional information for the adult.
  [16 minutes]

  Source United Cerebral Palsy of Greater Birmingham, 2430 Eleventh Avenue North, Birmingham, AL 35234

  205/251-0165 **Cost** $30.00

- **Emily Dickinson School (Producer). (1991). Emily Dickinson School: An Inclusive Dream. Redmond, WA: Emily Dickinson School.**

  Annotation An overview of the change process taking place to make this elementary school a more inclusive community. Educators, parents, and classmates reflect on individual student progress and building level change.
  [13 minutes]

  Source Steven Beaudry, Emily Dickinson School, 7300, 200th Avenue N.E., Redmond, WA 98053

  206/868-2615 **Cost** $15.00

- **Forest, M., Flynn, G. J. (Producers). (1989). With a Little Help From My Friends. Toronto, Ontario: Center for Integrated Education and Community.**

  Annotation A discussion of creating schools where all students belong and learn together. In three parts: The Vision, focusing on the students and staff of St. Francis School, with Marsha Forest, plus narration by Judith Snow that provides perspective for the children's observations and thoughts; Let's Talk, in which the students and staff discuss what integration has meant to them; and May's MAP, an example of a planning strategy intended to meet individual student needs in the context of typical school settings.
  [60 minutes]

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M6H 2S5

  416/658-5363 **Cost** $50.00
  $5.00 Shipping and handling

New! **Forest, M., Pearpoint, J., Snow, J. (Producers). (1994). Inclusion: Expanding the Community of Learners. Salt Lake City, UT: The Video Journal of Education.**

Annotation A two-part 66 minute videotape series which includes: rationale for including everyone within the community of learners, moving students from isolation or interaction, the inclusive classroom, rewards of inclusion for teachers and students, teaming and planning for success, recognition and development of giftedness in all children, effective strategies, and using tools for inclusion including Circle of Friends, MAPS, PATH.
[66 minutes]

Source The Video Journal of Education, 549 West 3560 South, Salt Lake City, Utah 84115-4225

800/572-1153 **Cost** $295.00
Fax 801/288-1699

- **Goodall, S. (Producer). (1992). Dream Catchers. Toronto, Ontario: Center for Integrated Education and Community.**

Annotation Images of three students with disabilities and how their circles of friends support them to catch their dreams. Perspectives from students with disabilities, their friends, family members, and educators are included.
[17 minutes]

Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario, Canada M6H 255

416/658-5363 **Cost** $55.00
$5.00 Shipping and handling

- **Goodwin, T.C., Wurzburg, G. (Producers). (1993). Educating Peter. New York, NY: Ambrose Video Publishing Inc.**

Annotation This Academy Award winning documentary chronicles the school year of a third grade class in Blacksburg, Virginia which included Peter, a student with Down syndrome. The progress made by Peter and his classmates is shown, along with how Peter was supported by classmates. The perspectives of Peter's friends, family members, and classmates are included. A study guide accompanies the video.
[30 minutes]

Source Ambrose Video Publishing Inc.,1290 Avenue of the Americas, Suite 2245, New York, NY 10104.

212/265-7272 **Cost** $69.95
800/526-4663
Fax 212/265-8088

- **Goodwin, T. C. Wurzburg, G. (Producers). (1988). Regular Lives. Washington, DC: State of the Art Productions.**

Annotation A documentary on individuals with developmental disabilities who are successfully integrated in typical school, work, and living environments. A variety of perspectives are included: parents of children with labels, parents of children who are not labeled, individuals with disabilities, typical peers, special educators, regular educators, employers, and a principal. A discussion guide is also available from the same source.
[28 minutes]

Source WETA, Educational Activities, Box 2626, Washington, DC 20013

800/445-1964 **Cost** $34.95 Video
$3.50 Discussion guide

- **Institute for Development of Educational Activities, Inc. (Producer). (1990). Integration: Being Realistic Isn't Realistic. Dayton, OH: Institute for Development of Educational Activities, Inc.**

Annotation A presentation by Normal Kunc at the 1990 I.D.E.A. Fellows Program conference. Kunc discusses the fundamental need to belong, and how fears and expectations about difference serve to isolate individuals. Kunc discusses how integrated education is a needed step for teaching all children that they belong, and relates this to the broader social context.
[90 minutes]

Source I.D.E.A., 259 Regency Ridge, Dayton, OH 45459

513/434-6969 **Cost** $70.00

- **Kansas State Department of Education (Producer). (1991). Collaborative Teaming for Inclusion-Oriented Schools. Girard, KS: Kansas Department of Education.**

Annotation An overview of the rationale for collaborative teaming is presented by educators, administrators and parents. Stages of team development and characteristics and elements of collaborative teams are outlined and demonstrated. An introductory guide accompanies the videotape.
[29 minutes]

Source Attention: Christy Emig, Loan Library, Southeast Kansas Education Service Center, P.O. Box 189, Girard, KS 66743

316/724-6281 **Cost** No charge to copy

- **Kansas State Department of Education (Producer). (1992). Integrating Related Services. Girard, KS: Kansas Department of Education.**

Annotation Education and related services staff describe their experiences with integrating related services into the natural context of general education and the community for one elementary age student with dual-sensory loss.
[15 minutes]

Source Attention: Christy Emig, Loan Library, Southeast Kansas Education Service Center, P.O. Box 189, Girard, KS 66743

316/724-6281 **Cost** No charge to copy

- **Mason, D., McVay, P. (Producers). (1990). All Kids Belong. Portland, OR: Multnomah Education Service District.**

Annotation A good summary of the rationale behind inclusive education as told by the team members surrounding a 5th grade student included in his neighborhood school and a general education class. There is an emphasis on the team process necessary to support all children in regular education.

Source Multnomah Education Service District, 116111 N.E. Ainsworth Circle, Portland, OR, 97220

503/257-1673 **Cost** $25.00
$5.00 Shipping and handling

New! McGill, Smith, P., Searcy, L., Murphy, K. (Producers). (1994). All children belong. Westfield, NJ: National Parent Network on Disabilities.

Annotation All Children Belong refers to the opportunity for all students, regardless of the disability, to be educated in age-appropriate regular classrooms. Parents become trained and train other parents in the benefits of inclusion and the importance of inclusion in the school reform movement to improve schools for all students. There are four phases to the training. Phase 1: Creating an Environment for Inclusion to Grow; Phase 2: Making it Happen, Planning and Implementing Inclusion in One Site; Phase 3: Expanding Inclusion, Opening Doors Throughout the District and Community; and Phase 4: Achieving System Change, State Initiative for Inclusion (New Jersey). Includes a training manual, related readings manual.
[180 minutes]

Source Statewide Parent Advocacy Network (SPAN), 516 North Avenue East, Westfield, NJ 07090

908/654-7726 **Cost** $25.00 Training the Trainer Manual
$40.00 Related readings
$28.00 Teleconference video
$15.00 Teleconference book
Free brochure

- **Minnesota Department of Education (Producer). (1991). Early Childhood, LRE, A Policy of Inclusion. St. Paul, MN: Minnesota Department of Education.**

Annotation The videotape depicts several programs throughout Minnesota that have successfully included young children with disabilities. Intended to encourage policy makers, teachers, parents, and other community members to adopt inclusionary service delivery practices.
[23 minutes]

Source Loraine Jensen, Region IV Early Childhood Coordinator, West Central ECSU, 1001 East Mount Faith, Fergus Falls, MN 56537

218/739-3273 **Cost** $20.00

- **New Era Media (Producer). (1988). It's in Every One of Us. San Francisco, CA: New Era Media.**

Annotation This five-minute video is filled with faces of people from around the world - young and old, wrinkled and smooth, all different shapes and colors. The image of all these human faces paired with the lyrics "It's in Every One Of Us" strengthen the awareness of sameness with our global family, while still affirming the individual uniqueness that enriches our world.
[5 minutes]

Source New Era Media, P.O. Box 410685, San Francisco, CA 94110

800/727-0009 **Cost** $9.95

- **New York Partnership for Statewide Systems Change Project (Producer). (1992). Three Stories of Inclusion. Syracuse, NY: New York State Education Department.**

Annotation This video presents the inclusive classroom experiences of three students with moderate to severe disabilities. Students range from kindergarten to secondary ages in rural and urban school systems. Student centered planning teams engage in problem-solving for each student. Parents, teachers, and administrators reflect on the systems change issues surrounding inclusive schooling. This video works well for introductory training sessions on inclusion for both parents and professionals.
[23 minutes]

Source Attn: Special Project Consortium, Huntington Hall 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $25.00

New! **New York Partnership for Statewide Systems Change Project (Producer). (1994). Inclusion in New York: An inside view. Syracuse, NY: New York State Education Department.**

Annotation Each of four vignettes provides a close-up look at quality inclusive schooling in four schools, two elementary and two middle schools, emphasizing the day-to-day instructional planning and curricular adaptions carried out by teachers, therapists, and support personnel to meet student need in general education classrooms. Students ranging in age from kindergarten through grade 8 who have significant disabilities are seen working together with their non disabled peers in program that reflect most promising practices. Each vignette features a different aspect of quality inclusive schooling--and each can be shown independently--and the set provides a comprehensive look at typical needs and problems along with practical solutions used in these classrooms and programs.
[vignettes are16 minutes]

Source Attn: Special Project Consortium, Huntington Hall 150 Marshall Street, Syracuse University, Syracuse, NY 13244-2340

315/443-1881 **Cost** $35.00

- **Oregon Transition Systems Change Project (Producer). (1991). Friends of... Clubs: Community Partnerships. Eugene, OR: University of Oregon.**

Annotation "Friends of..." is a video that describes the "Friends of... Club" process. Examples of two individuals and their families "club" are used to demonstrate the process. "Friends of ... Club" approaches informal activities and supports within a formal structure to increase social networking. People from the community of an individual form a club to plan and share activities with the individual on a regular basis. The activities are already occurring in the lives of the members and can range from an all day outing to a five minute phone call.
[15 minutes]

Source Attn: Transition Secretary, Specialized Training Program, 1235 University of Oregon, Eugene, OR 97403-1235

503/346-2467 **Cost** $10.00

- **People First Association of Lethbridge (Producer). (1992). Kids Belong Together. Toronto, Ontario: People First Association of Lethbridge.**

Annotation The story of teachers and children living and learning together. Includes an illustration of the MAPS process.
[24 minutes]

Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario., Canada M6H 2S5

416/658-5363 **Cost** $50.00
$5.00 Shipping and handling

- **Porter, G. (Producer). (1989). A Chance to Belong: A Story of School Integration. Downsview, Ontario: Association for Community Living.**

Annotation A discussion of the inclusive educational system in Woodstock, New Brunswick, Canada. The procedures used to become an inclusive system are described and examples of three students who are successfully integrated are provided.
[20 minutes]

Source Association for Community Living, Kingsman Building, 4700 Keele Street, Downsview, Ontario, Canada M3J IPE

417/661-9611 **Cost** $50.00

- **Rosen, P. (Producer). (1989). How Difficult Can This Be? Alexandria, VA: PBS.**

Annotation A workshop presented by Richard D. Lavoie which demonstrates common learning characteristics for individuals identified with a learning disability. Strategies to accommodate learning characteristics and styles are also presented. Examples presented for families, educators, and community members. The film allows the viewer to look at the world through the eyes of a student with learning disabilities. The discussion surrounding fairness is particularly enlightening. Videotape guide provided.
[70 minutes]

Source PBS Video, 1320 Braddock Place, Alexandria, VA 22314

800/424-7963 **Cost** $39.95
703/739-5380

- **Shuldman, M. (Producer). (1991). Equal access for all. Concord, NH: University of New Hampshire, Institute on Disability.**

Annotation A local television broadcast depicting the successful inclusion of a girl with severe disabilities in Mt. Lebanon, New Hampshire. Depicts class activities, social interaction among children, and special-services support of the child with disabilities in the context of typical class activities. Also includes perspectives of teachers and peers without disabilities.
[9 minutes]

Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

603/862-4320 **Cost** $20.00
TDD 603/862-4320
Fax 603/862-0034

- **University of Iowa Video Center (Producer). (1988). Letting Go: Views on Integration. Iowa City, IA: University of Iowa.**

  Annotation A portrait of three parents of persons with disabilities who are "letting go" of their children and allowing them to be members of their school communities.

  Source Clearinghouse, Iowa University Affiliated Program, Division of Developmental Disabilities, Iowa City, IA 52242

  Cost $25.00

- **UVM Video, University of Vermont (Producer). (1991). Andreas: Outcomes of Inclusion. Burlington, VT: University of Vermont, Center for Developmental Disabilities.**

  Annotation A discussion among teachers , administrators, classmates, and employers concerning the importance of inclusion in the school and general community for Andreas, a high school student. Thoughts and ideas shared by general educators and classmates concerning Andreas' progress and acceptance in the school community are exceptional.
  [18 minutes]

  Source Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

  802/656-4031 **Cost** $19.00

- **Vitale, F. (Producer/Director.). The Same Inside. Woodbury, NY: Public Health Education Department of the March of Dimes.**

  Annotation A discussion of the similarities all children have in terms of their feelings, emotions, dreams, and aspirations. The videotape depicts children with and without disabilities interacting and helping each other to meet their social and academic needs. The videotape would be an excellent tool for starting a discussion with children on similarities and differences. Includes a five page (plus appendices) "Educator's Guide" that describes activities that can be used in conjunction with the video to help children learn about disability, difference, friendship, and stereotyping.
  [13 minutes]

  Source March of Dimes Public Health Education Department . The Long Island Chapter of the March of Dimes, 400 Crossway Park Dr., Woodbury, NY 11797

  516/496-2100 **Cost** $40.00
  Free two week viewing

BEST COPY AVAILABLE

JOURNALS

- **Developmental Disabilities Bulletin**

  Annotation Articles relate to research in the field of education and other services for individuals with mental retardation, learning disabilities, and multi-handicapping conditions.

  Source Developmental Disabilities Center, 6-123 D Education North, University of Alberta, Edmonton, Canada T6G 2G5

  403/492-4439

  Cost $19.25 Annual subscription
  $15.00 Other countries
  Published twice annually

- **Education and Training in Mental Retardation and Developmental Disabilities**

  Annotation Articles present research findings that relate to the education of students with mental disabilities.

  Source The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589

  800/232-7323
  TDD 703/264-9494
  Fax 703/264-9446

  Cost $55.00 Annual subscription USA
  $59.50 Other countries
  $15.00 Single copy
  Published quarterly

- **Educational Leadership**

  Annotation Articles related to a variety of current topics in curriculum, instruction, supervision, and leadership in education.

  Source Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314-1403

  703/549-9110
  Fax 703/549-3891

  Cost $36.00 Annual subscription USA
  $38.00 Other countries
  Published 8 times annually

- **'entourage**

  Annotation A Canadian produced magazine printed in both English and French languages. The magazine promotes inclusive community living for persons with cognitive disabilities.

  Source The Roeher Institute, Kinsmen Building, York University, 4700 Keele Street, North York Ontario, M3J 1P3

  416/661-9611

  Cost $18.00 Canadian annual subscription
  $20.00 USA
  $4.50 single copy
  Published quarterly

- **Exceptional Children**

  Annotation Articles include empirical studies, literature reviews, and discussions of issues related to the education of students with disabilities. Inclusive education is becoming a frequent topic.

  Source The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091-1589

  800/232-7323
  703/620-3660
  TDD 703/264-9494
  Fax 703/264-9446

  Cost $52.00 Annual subscription USA
  $58.00 Other countries
  $8.50 Single copy
  Published 6 times annually

- **Exceptional Parent**

  Annotation Articles describe programs and technology that expand opportunities for children with disabilities, including the expansion of inclusive educational options. Parent perspectives are featured in every issue.

  Source Psy-ED Corporation, 1170 Commonwealth Avenue, Third Floor, Boston, MA 02134

  800/247-8080

  Cost $24.00 Annual subscription USA
  $33.00 Other countries
  Published monthly

- **Focus on Exceptional Children**

  Annotation This monthly publication places a focus on specific topics each issue. Often an issue will be one article providing theoretic and practical information regarding an aspect of program development for students with disabilities.

  Source Love Publishing Company, Executive and Editorial Office, 1777 South Bellaire Street, Denver, CO 80222

  303/757-2579

  Cost $30.00 Individual subscription
  $40.00 Institution subscription
  Published 9 times annually

- **Inclusion Times: For Children and Youth with Disabilities**

  Annotation Inclusion Times devotes its pages to discussion of policy issues, descriptions of model programs, briefings of research literature, resources for more information, as well as legal and regulatory developments in inclusive education. The intention is to help the reader be informed and meet the many challenges and issues surrounding inclusion.

  Source National Professional Resources, Inc., 25 South Regent Street, Port Chester, NY 10573

  914/937-8879
  Fax 914/937-9327
  Special Net User Name
  N.Y.N.P.R.Inc.

  Cost $29.95 Annual subscription
  Published quarterly

- **Journal of the Association for Persons with Severe Handicaps**

  Annotation Articles present research studies and discussions of issues that impact persons with severe handicaps. Inclusive education is often discussed.

  Source The Association for Persons with Severe Handicaps (TASH), 29 W. Susquehanna Avenue, Suite 210, Baltimore, MD 21204

  410/828-8274
  TDD 410/828-1306
  Fax 410/828-6706

  Cost $85.00 Annual subscription
  $35.00 Student
  $45.00 Paraprofessional and parent
  $170.00 School/Institution
  Published quarterly

- **Learning Together: Inclusive Education in Practice**

  Annotation This journal contains a variety of articles relating to issues in inclusion. The articles include topics such as: inclusive education in schools, attitudes and comments from peers of students with special needs, including persons with disabilities into the work force, benefits of inclusion in the area of peer tutorship, and a description of MAPS, visions/ portraits for students with disabilities, and work reviews.

  Source John Hall, Learning Together Magazine, 2 Devon Terrace, Ffynane Road, Ffynane Swansea, Wales SA1 6DG

  0792-472562

  Cost 25 (pounds) Overseas mail

- **Remedial and Special Education**

  Annotation Articles describe a variety of educational topics and strategies including research findings and integrative reviews. Issues pertinent to students with disabilities and at-risk for school failure are featured.

  Source PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758-6897

  512/451-3246

  Cost $39.00 Home
  $95.00 School/Institutions
  105.00 Other countries
  $10.00 single copy
  Published 6 times annually

- **Teacher Education and Special Education**

  Annotation Articles include discussions of issues and research related to preservice and inservice of special and general educators. Teacher preparation as it relates to inclusive education is a frequent topic.

  Source Boyd Printing Company, Inc., 49 Sheridan Avenue, Albany, NY 12210

  800/877-2693 **Cost** $18.00 Individual annual subscription
  $35.00 Institutions annual subscription
  $23.00 Other countries individual annual subscription
  $5.00 Single copy
  Published quarterly

- **The Journal of Special Education**

  Annotation This quarterly journal is a multidisciplinary publication presenting primary research and scholarly reviews related to special education. Four types of articles will appear in the periodical: reports of empirical research, scholarly reviews, topical issues, and letters to the editor.

  Source PRO-ED, 8700 Shoal Creek Boulevard, Austin, TX 78758-6897

  512/451-3246 **Cost** $39.00 Home
  $85.00 School/ Institution
  $95.00 Other countries annual subscription
  $10.00 Single copy
  Published quarterly

NEWSLETTERS

- **ARCHtype**

Annotation Articles include discussions of a variety of issues and practices in education for students with disabilities. One frequent topic is integrated education.

Source Advocacy Resource Center for the Handicapped, 40 Orchard View Boulevard, Suite 255, Toronto, Ontario, Canada M4R 1B9

416/482-1254 **Cost** $15.00 Annual consumer subscription
$25.00 Annual professional or organization subscription
Published six times annually

- **Closing the Gap**

Annotation A bimonthly newspaper describing technology uses for persons with disabilities. The latest developments in technology are described. Examples and uses of technology to improve independent living, career options, and leisure and recreations options for persons with disabilities are provided in each edition.

Source Closing the Gap, P.O. Box 68, Henderson, MN 56044

612/248-3294 Fax
612/248-3810 **Cost** $26.00 Annual subscription
$41.00 Canada and Mexico
$50.00 Other foreign
$6.00 Single copy
$14.95Annual resource directory issue

- **Equity and Excellence**

Annotation This newsletter chronicles the activities of a four-year federally funded research project titled, "Including Students with Disabilities in Systemic Efforts to Restructure Schools," Articles focus on middle and high schools where students with disabilities are fully included and on schools which engaged in substantive reform and restructuring. Topic also include curriculum development and modification, and strategies for empowering students as advocates for change.

Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

603/862-4320 **Cost** $2.00
TDD 603/862-4320
Fax 603/862-0034

- **IMPACT**

  Annotation A quarterly newsletter which profiles the latest research, practices, and philosophies in community integration, and includes success stories from programs and individuals.

  Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512 **Cost** $2.00 Please call for ordering information.

- **Inclusion News**

  Annotation Articles which promote the full inclusion of all individuals in school and the community. Updates regarding activities sponsored by the Center for Integrated Education and Community are provided.

  Source Inclusion Press, 24 Thome Crescent, Toronto, Ontario M6H 2S5

  416/658-5363 **Cost** $2.00 Annual subscription

- **Inclusion News: Maryland's Statewide Systems Change Project Newsletter**

  Annotation Articles promote the full inclusion of all individuals in school and the community. Includes student stories, district project descriptions, tools for use in systems change and notices of upcoming conferences. Addresses parents to superintendents.

  Source Maryland State Department of Education, 200 West Baltimore Street, Baltimore, ML 21201

  410/333-2480 **Cost** $2.00 Annual subscription
  Fax 410/333-8165

- **Innovations**

  Annotation A six page newsletter for classroom teachers, integration facilitators, consulting teachers, paraprofessionals, and principals. Includes strategies and suggestions for the inclusion of students with disabilities into neighborhood schools and general education classrooms.

  Source Institute on Disability/UAP, University of New Hampshire, 10 Ferry Street, #14, Concord, NH 03301

  603/228-2084 **Cost** Published quarterly

- **NEWS LINK**

  Annotation A communication vehicle for AGH Model Project, fully inclusive demonstration program for children with severe disabilities in the state of New Hampshire.

  Source Ann G. Haggert Associates, Inc., Box 130, Hampton, NH 03842

  603/926-1316 **Cost** $10.00 Annual donation, Institutions
  $5.00 Individual

- **Newsletter of the Association for Community Living of Colorado**

  Annotation Articles discuss a variety of issues that effect the lives of persons with developmental disabilities, including community and school integration.

  Source Association for Community Living, 4155 E. Jewell Ave., Suite 916, Denver, CO 80222

  800/333-7690 **Cost** $15.00 Annual subscription

- **PACESETTER**

  Annotation Articles include news about Parent Advocacy Coalition for Educational Rights (PACER) activities and discussions of issues that affect the lives of persons with disabilities. Inclusive education is a frequent topic of discussion.

  Source PACER Center, Inc., 4826 Chicago Avenue South, Minneapolis, MN 55417-1055

  612/827-2966 **Cost** No Charge
  Published three times annually

- **Speakout**

  Annotation Articles provide information of interest to parents and educators of children with disabilities. Inclusive education is frequently discussed.

  Source PEAK Parent Center, 6055 Lehman Drive, Colorado Springs, CO 80918

  719/531-9400 **Cost** Free to consumers
  $9.00 Annual subscription others
  Published three times annually

- **TASH Newsletter**

  Annotation Articles discuss the latest news of The Association for Persons with Severe Handicaps, as well as a variety of policy, research, and practice issues related to persons with severe disabilities. Inclusive education is a frequent topic of discussion.

  Source The Association for Persons with Severe Handicaps, 29 W. Susquehanna Avenue, Suite 210, Baltimore, MD 21204

  410/828-8274
  TDD 410/828-1306
  Fax 410/828-6706

  Cost $85.00 Annual membership
  Published monthly

- **The Principal Letters: Practices for Inclusive Schools**

  Annotation School personnel in inclusive schools are finding collaboration and co-teaching to be extremely effective in reaching all students. This newsletter examines these practices in a school where inclusion is now the norm and where general education and special education teachers continue to refine the process of working together.

  Source National Academy CASE, Indiana University, Smith Research Center-100A, 2805 East 10th Street, Bloomington, IN 47405

  812/855-5090
  Fax 812/855-0692

  Cost $79.95 Annual subscription
  $25.00 Single copy
  Published quarterly

- **Together**

  Annotation The articles include news and information on inclusive education topics. Topics target parents, teachers, administrators, and support staff.

  Source Inclusion Works, P.O. Box 5368, Austin, Texas 78763

  512/454-6694
  800/235-0390
  Fax 512/454-4956

  Cost No charge

- **What's Working: Inclusive Education in Minnesota**

  Annotation This newsletter provides an update on strategies, opportunities, and accomplishments from agencies and programs in Minnesota involved in developing inclusive school communities.

  Source University of Minnesota, 109 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

  612/624-4512

  Cost No charge
  Published annually

ORGANIZATIONS

- **Arc of Minnesota**

  Annotation Arc of Minnesota is an advocacy and support organization for individuals with developmental disabilities and their families. Fifty-four chapters are located statewide, open membership exists. The annual dues are $12.00 per individual, and $18.00 per family. A lending library is available to the general public for the cost of postage. The library has printed materials, audio and visual materials. For further information call or write.

  Source Arc of Minnesota, 3225 Lyndale Avenue South, Minneapolis, MN 55408

  800/582-5256
  612/827-5641

- **Association for Supervision and Curriculum Development (ASCD)**

  Annotation This is an educational organization that is focused upon "developing leadership for quality in education for all students." ASCD has provided numerous opportunities for dialogue on the issue of inclusive school communities. ASCD publishes a Journal eight times per year, *Educational Leadership*, as well as *Curriculum Update*, a newsletter, and numerous educational materials (books, videos and audio tapes, curricula). $49.00 to $73.00 Annual membership fees based on level of resources requested.

  Source ASCD, 1250 N. Pitt Street, Alexandria, VA 22314-1453

  703/549-9110
  Fax 703/549-3891

- **Center for Developmental Disabilities, University of Vermont**

  Annotation This University Affiliated Program provides preservice and inservice training and technical assistance that promote the full inclusion of persons with developmental disabilities in their schools and general communities.

  Source Center for Developmental Disabilities, 499C Waterman Building, University of Vermont, Burlington, VT 05405

  802/656-4031

- **Center for Integrated Education and Community**

  Annotation This organization is committed to changing school systems from ones that exclude and segregate some individuals to ones that include and integrate everyone. The Center connects people interested in inclusive education with one another, provides information about strategies and stories of successful inclusion, educates people on inclusive education through university courses and workshops, and works with school communities to solve problems through consultation. Directed by Marsha Forest and Jack Pearpoint.

  Source Center for Integrated Education and Community, 24 Thome Crescent, Toronto, Ontario, Canada M6H 2S5

  416/658-5363

- **Center on Human Policy, Syracuse University**

  Annotation This organization was established in 1971 to promote the study of open school settings, including integrated classrooms. The Center engages in advocacy, education, research, and technical assistance and has a number of projects which focus on inclusive education.

  Source Center on Human Policy, 200 Huntington Hall, Syracuse, NY 13244-2340

  315/443-3851

- **Communitas, Inc.**

  Annotation A non-profit organization formed to advocate a vision of community inclusion for people with disabilities. Communitas describes itself as having "an international mission to share ideas, possibilities, and resources concerning the full inclusion of children and adults with disabilities into community life." Publishes The Whole Community Catalog.

  Source Communitas, Inc., 730 Main Street, Manchester, CT 06040

  203/645-6976

- **Consortium on Inclusive Schooling Practices**

  Annotation The Consortium on Inclusive Schooling Practices is a capacity building project that provides training and technical assistance to state and local education agency personnel wishing to engage in systemic reform. Consortium personnel link assistance to action plans generated by state and local participants. In addition to direct support to targeted states, regional conferences and collaborative training activities will be advertised so that interested personnel in and around targeted states can obtain information and assistance. Considerable effort is dedicated to coordinating and collaborating with other funded projects and state initiatives so that limited resources at all levels can be optimized.

  Source Child and Family Studies Program, Allegheny Singer Research Insitute, 320 E. North Avenue, Pittsburgh, PA 15212

  412/359-1600

- **Developmental Disabilities Institute, Wayne State University**

  Annotation This University Affiliated Program of Michigan conducts research, and provides training and technical assistance to promote the inclusion of persons with developmental disabilities in their schools and general communities. Several projects related directly to inclusive education.

  Source Developmental Disabilities Institute, 326 Justice Building, 6001 Cass Avenue, Wayne State University, Detroit, MI 48202

  313/577-2654

- **Helen Keller National Center for Deaf-Blind Youths and Adults**

Annotation The goal is to enable people who are deaf-blind to become as independent as possible and enjoy full and productive lives within their own communities. Services are available in New York with ten regional offices nationwide.

Source Helen Keller National Center for Deaf-Blind Youths and Adults, 111 Middle Neck Rd., Sand Point, NY 11050

TDD 516/944-8900

- **Institute on Community Integration, University Of Minnesota**

Annotation This University Affiliated Program, located at the University of Minnesota, promotes interdisciplinary training, service, technical assistance, research and dissemination activities designed to enhance community services and social support for individuals with developmental disabilities. Several projects relate directly to inclusive education.

Source University of Minnesota, 111Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455

612/624-1349
FAX 612/624-9344

- **Institute on Disability, University of New Hampshire**

Annotation This University Affiliated Program conducts research, and provides training and technical assistance to promote the inclusion of persons with developmental disabilities in their schools and general communities. Several projects relate directly to inclusive education.

Source Institute on Disability, 312 Morrill Hall, Durham, NH 03824-3595.

603/862-4320
TDD 603/862-4320
Fax 603/862-0034

- **Maryland Coalition for Integrated Education**

Annotation This organization was formed in 1987 and is comprised of parents and professionals committed to the promotion of integrated educational opportunities for learners with disabilities and to the facilitation of an educational system that prepares children to become participating members of society. The Coalition organizes and supports local parent groups to advocate for the inclusion of their children in neighborhood schools. Members of the Coalition also work for policy changes that increase the opportunities for learners with disabilities to receive an appropriate education in their neighborhood schools together with typical children.

Source Maryland Coalition for Integrated Education, 9123 Old Annapolis Road (Rt. 108), Suite 104W, Columbia, Maryland 21045

301/740-9651

- **PACER (Parent Advocacy Coalition for Education Rights)**

  Annotation Pacer is an organization which is a center for advocacy training and information dissemination for families of persons with disabilities. Providing all students of any age information concerning their educational rights and services required by law. PACER makes connections for people with disabilities, so they may fully participate in their community. PACER publishes a newsletter called *PACESETTER* which is free upon request. PACER also has a catalogs and publications upon request.

  Source PACER, 4826 Chisago Avenue S., Minneapolis, Mn 55417

  800/53-PACER
  612/827-2966

- **PEAK Parent Center, Inc.**

  Annotation This organization provides quality state-of-the-art information and training to parents of children with disabilities on issues pertaining to quality education for all children.

  Source PEAK Parent Center, Inc., 6055 Lehman Drive, Suite 101, Colorado Springs, CO 80918

  800/284-0251
  719/531-9400
  Fax 719/531-9452

- **Schools Are For Everyone (SAFE)**

  Annotation This organization is a national coalition promoting the inclusion of all students with disabilities through supported education. The coalition was formed in 1986 and is comprised of families, consumers and advocates who have united in an effort to promote the availability of educational services to all students, regardless of disability, at the school they would attend if not disabled. The coalition produces a newsletter and maintains a resource list of persons who support inclusive education across the country. Members and the board of directors of the coalition work together to facilitate educational policy changes at the federal level. $30.00 Annual Regular Membership.

  Source SAFE, c/o PILCOP, 125 S. 9th Street, Suite 700, Philadelphia, PA 19107

  215-627-7100

- **Technical Assistance for Parent Programs (TAPP) Project**

  Annotation This organization provides technical assistance to parents of children with disabilities and advocates for persons with disabilities and their families.

  Source Technical Assistance for Parent Programs (TAPP) Project, 312 Stuart Street, Second Floor, Boston, MA 02116

  617/482-2915

- **The Association for Persons with Severe Handicaps (TASH)**

Annotation This is an international organization for persons with severe disabilities, their families, and professionals. TASH advocates for persons with severe disabilities; holds annual conferences, and publishes a monthly newsletter and quarterly journal (the Journal of the Association for Persons with Severe Handicaps [JASH]). $85.00 annual regular membership, $35.00 annual parent, $45.00 student or paraprofessional membership, $90.00 family membership.

Source The Association for Persons with Severe Handicaps,29 W. Susquenanna Avenue , Suite 210, Baltimore, MD 21204

410/828-8274
TDD 410/828-1306
Fax 410/828-6706

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